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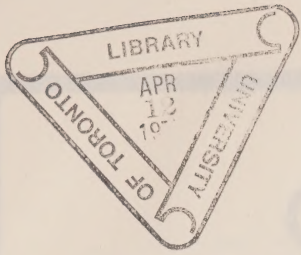


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CREATING CAREER

CAREER PLANNING AND JOB SEARCH WORKBOOK



Training Research and
Development Station

Centre de recherche et de
développement en formation

CREATING A CAREER

STUDENT'S BOOK



Training Research and Development Station
Centre de recherche et développement de formation

Manpower and Immigration
Main-d'œuvre et Immigration

PRINCE ALBERT, SASKATCHEWAN

CREATING A CAREER STUDENT'S BOOK

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TO THE STUDENT

Like many young persons, you may be puzzling over questions like "Who am I?", "Where am I going?" and "What am I going to do with my life?" These are difficult questions to answer unless you have certain knowledge and skills.

This is why we developed CREATING A CAREER. We wanted to help you discover who you are, where you are, what the opportunities are, and what is facing you in future. We also wanted to help you develop the skills you need to act upon your knowledge.

This student's workbook contains a variety of individual and group activities to assist you in developing your career plans and searching for jobs. Much of the information you need in order to complete them is contained in two small textbooks: A Career Planning Guide and A Job Search Guide. But your instructor, classmates and other persons will be helping you as well.

This workbook is easy to use. It is composed of 10 units on Career Planning and 15 units on Job Search. Each unit has what is called a prescription page. This page, which is in colour, tells you what you are expected to do in that unit. Usually, you have to do some reading from one of your textbooks before you start the unit. Then, when you are in class, you do a variety of group and individual projects.

One of the things you will notice as you read about some of the projects is that they often build on one another from unit to unit. For this reason, it is very important to complete each one before you go on. A self-evaluation checklist which is given on every prescription page can help you determine whether you have done everything that you were supposed to do.

CREATING A CAREER was developed and produced by the Career Development Programs Unit under the direction of Dr. Catherine V. Davison. The Training Research and Development Station also wishes to acknowledge the assistance of Mr. John Green of Selkirk College, Castlegar, British Columbia, with the job search part of the program.

Vernon Mullen, Acting Director
Training Research and Development
Station, Prince Albert

February, 1976

TABLE OF CONTENTS

SECTION 1:

CAREER PLANNING

- Unit 1: Life's Decisions
- Unit 2: Exploring Your Feelings About Work
- Unit 3: Strategies for Self-Exploration
- Unit 4: Making Personal Inventories
- Unit 5: Discovering Yourself Through Tests
- Unit 6: Preparing to Explore Occupational Alternatives
- Unit 7: Exploring Occupational Alternatives
- Unit 8: Strategies for Gathering Occupational Information
- Unit 9: Studying and Evaluating Alternatives
- Unit 10: Ways of Entering Occupations

SECTION 2:

JOB SEARCH

- Unit 1: Self-Analysis
- Unit 2: Job Openings
- Unit 3: Answering Advertisements
- Unit 4: Using Employment Agencies
- Unit 5: Using School Placement Offices
- Unit 6: Personal Contacts/Canvassing Employers
- Unit 7: Employer-Employee Expectations
- Unit 8: Investigating Jobs
- Unit 9: Assessing Qualifications
- Unit 10: Resumes and Covering Letters
- Unit 11: Letters of Application
- Unit 12: Application Forms
- Unit 13: Telephoning Employers
- Unit 14: Interview Preparation
- Unit 15: Conduct During Interviews

SECTION 1 — CAREER PLANNING

OBJECTIVES

1. To prepare a list of statements describing what a career is like.
2. To make a list of "pointers" you might give to someone who is facing important career decisions.
3. To identify personal and environmental factors which influence decisions.
4. To clarify some of the major decisions facing you.
5. To list things that have already happened which have positively or negatively influenced your thinking about career planning.

PREPARATION

1. Read Chapter One, "Overview of Career Planning", in A Career Planning Guide.
2. Read Chapter Three, "Decision-Making: A Complex Personal Process", in A Career Planning Guide.

GROUP ACTIVITIES

1. Take part in discussion about what is expected of you in the CREATING A CAREER program.
2. Listen to presentations on careers made by resource persons and ask questions of them. Then work with four or five of your classmates on Group Project 1 -- Describing A Career. When you have completed the project, read and discuss your statements with the rest of the class.
3. Question the resource person assigned to your group about some of his/her past decisions. When you feel that you have obtained sufficient information, complete Group Project 2 -- Some Advice on Career Decision-Making. Discuss the "advice" you would give with the rest of your classmates.
4. Take part in class discussion on these topics:
 - A. Personal and environmental factors influencing decisions.
 - B. Major decisions facing you.
 - C. How you feel about career planning.

INDIVIDUAL ACTIVITIES

1. Make notes on the presentations made by resource persons. These notes will be useful when you are holding your group discussions.
2. Briefly list things that have already happened which have positively or negatively influenced your thinking about career planning. Be prepared to share your ideas with the rest of the class.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Can I describe what a career is like to someone who knows nothing about one?	___	___
2. Have I obtained facts about career decision-making that will be useful to me later on?	___	___
3. Can I identify personal and environmental factors that influence people's decisions?	___	___
4. Do I know what the major decisions facing me are?	___	___
5. Do I have a general idea of what career planning involves?	___	___
6. Do I believe that career planning is a worthwhile activity?	___	___

DESCRIBING A CAREER

Directions: Some guest speakers are going to discuss their careers with you. They will tell you something about the education and training they took. They will tell you a lot about their work -- what they did, who they worked for, and so on. They will also tell you about their life outside of work. For example, they will tell you something about their family activities, their leisure activities, as well as their professional and volunteer activities.

As you listen to each speaker's "story", you should try to determine a number of things:

- 1) what the critical decision points were in their lives, e.g., leaving school, getting married, moving, etc.
2. what kinds of decisions they had to make, e.g., choosing a school in which to take training, choosing a job, choosing to stay at home and raise a family, etc.
- 3) what seemed most important to them at the time they made each of their decisions, e.g., security, freedom, love, adventure, etc.
- 4) the approximate order in which they made their decisions, e.g., choosing an occupation and later choosing a way of preparing for it, getting married and later deciding to take a job, etc.
- 5) how their decisions were related to one another, e.g., the decision to leave school later affected their choice of jobs, etc.

When all speakers have made their presentations, get together with members of your group. Discuss the information you have obtained. Then, prepare a list of statements that might be used to describe *WHAT A CAREER IS LIKE* to someone who knows nothing about one.

- EXAMPLES:
1. A career is the story of a person's journey through life.
 2. Luck or fate has some influence on most people's careers.

Appoint one person from your group to read your statements to the rest of the class. How do the statements that your group has made compare with those of other groups?

SOME ADVICE ON CAREER DECISION-MAKING

Directions: You have already learned that people's careers are influenced by many decisions. Sometimes the outcomes of these decisions are very satisfying. Sometimes they are not so satisfying. But regardless of the outcomes, people usually have to live with the consequences.

In this activity, you and your group members will have a chance to obtain more information from one of the guest speakers. You already know something about the decisions s/he has made in the past and how they influenced the direction of his/her career. Now you should look at some of the more critical decisions in depth. Here are some of the things you should try to find out:

- 1) What alternatives were available to the guest speaker at the time s/he made the decision?
- 2) Does s/he feel that s/he made a wise choice?
- 3) If not, what would s/he do differently if s/he were making the decision now?

When you have finished questioning the guest speaker, get together with members of your group and discuss the new information you have obtained. Then, prepare a list of "pointers" you might give to someone who is facing important career decisions.

- EXAMPLES:
1. Don't rely too heavily on the advice of other people when you are making decisions.
 2. Be sure to consider the effect that your decision is likely to have on the next decision that you make.

Appoint one person from your group to read your "pointers" to the rest of the class. How does your advice compare with that given by other groups?

OBJECTIVES

1. To explore the general feelings that you and your classmates have about work.
2. To list the ideas you have of why people work.
3. To classify "Reasons People Work" into intrinsic (love of job) and extrinsic reasons (outcomes of work -- money, status, etc.).
4. To compare the ideas you have of why people work with actual statements made by workers.
5. To list in order of importance the satisfactions you hope to obtain from work.

PREPARATION

Read Chapter Two, "The Nature and Meaning of Work", in A Career Planning Guide.

INDIVIDUAL ACTIVITIES

1. Complete Individual Project 1, "How Do You Feel About Work?"
2. Complete Individual Project 2, "What Satisfactions Do You Expect From Work?" The self-information you obtain from this exercise will be very useful when you are later making some career decisions.

GROUP ACTIVITIES

1. Take part in class discussion on the feelings people have about work. You should be prepared to defend the responses you gave to statements presented in Individual Project 1.
2. Form a small group with 4 or 5 of your classmates. Your task is to list in order of importance the reasons why you think people work. Someone from your group should be appointed to write your completed list on the chalkboard. When all groups have completed this task, compare the lists and make one large one. Then classify the reasons people work into two categories -- intrinsic and extrinsic ones. Your instructor will explain the meanings of these words to you.
3. Some workers from your community will be making a panel presentation. They will be discussing their reasons for working. They will also be discussing

some of the things they like and dislike about their jobs. You should do the following:

- a. Listen actively.
- b. Think about the contributions of panel members.
- c. Note questions to ask the panel members.
- d. React to contributions of the panel members, as well as other members of your class.
- e. Make notes on information that may be useful to you in the future.
- f. Compare the reasons panel members give for working with the ones you and your classmates have listed.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Have I examined my general feelings about work?	_____	_____
2. Do I know the major reasons why people work?	_____	_____
3. Can I distinguish between intrinsic and extrinsic reasons for working?	_____	_____
4. Have I listed in order of importance the satisfactions I hope to obtain from work?	_____	_____

HOW DO YOU FEEL ABOUT WORK?

Directions: Following is a list of statements that people have made about work. Place a check (✓) in the column that best describes your feelings. When you have completed this checklist, discuss your reasons for answering as you did with other members of your class.

AGREE	UNDECIDED	DISAGREE	STATEMENT
_____	_____	_____	1. All able-bodied adults should earn their living by working.
_____	_____	_____	2. Most work is dull, routine and uninteresting.
_____	_____	_____	3. Work means physical labour.
_____	_____	_____	4. A person without a job has no social standing in our society.
_____	_____	_____	5. Mothers should not work outside the home.
_____	_____	_____	6. Even if they had enough money to support themselves, most people would still want to work.
_____	_____	_____	7. People are less devoted to work today than they used to be.
_____	_____	_____	8. Work provides meaning and purpose in a person's life.
_____	_____	_____	9. It is possible to obtain a lot of satisfaction from doing a job well.
_____	_____	_____	10. Anyone can rise to fame and fortune by working hard.
_____	_____	_____	11. It is easier to relate to other people when we know what kind of work they are involved in.
_____	_____	_____	12. Work provides an opportunity to be creative.

WHAT SATISFACTIONS DO YOU EXPECT FROM WORK?

Directions: A list of the satisfactions people often seek in their jobs or as a result of their jobs is given below. Some of these satisfactions are very important to some people but unimportant to others. Which ones are most important to you?

Place a check (✓) in the column that best describes your feelings. When you have completed the list, write down the 5 work satisfactions that are of greatest importance to you. If some of the satisfactions you expect from work are not given here, include them on your final list.

I WOULD LIKE WORK IN WHICH I WILL...	Very Important	Mildly Important	Not Important
1. have a chance to be of some use to other people.	_____	_____	_____
2. make beautiful things and add to the beauty of the world.	_____	_____	_____
3. invent new things, design new products or develop new ideas.	_____	_____	_____
4. have a chance to think for myself and learn how and why things work.	_____	_____	_____
5. get a feeling of accomplishment in doing a job well.	_____	_____	_____
6. obtain status and respect.	_____	_____	_____
7. plan and lay out work for others to do.	_____	_____	_____
8. earn a good salary and satisfy my material wants.	_____	_____	_____
9. feel certain about having a job, even in times of high unemployment.	_____	_____	_____
10. be in pleasant surroundings -- not too hot, cold, noisy, dusty, etc.	_____	_____	_____
11. be supervised by someone who is fair and with whom I can get along.	_____	_____	_____
12. be with other people whom I like and get to know them.	_____	_____	_____

I WOULD LIKE WORK IN WHICH I WILL...	Very Important	Mildly Important	Not Important
13. be permitted to lead the kind of life I choose and be the type of person I wish to be.	_____	_____	_____
14. have a chance to do a variety of things.	_____	_____	_____

SATISFACTIONS I EXPECT FROM WORK IN ORDER OF THEIR IMPORTANCE TO ME:

1. _____
2. _____
3. _____
4. _____
5. _____

OBJECTIVES

1. To make a list of the different types of information (e.g., interests, abilities, etc.) you should have about yourself in order to make a satisfying occupational choice.
2. To determine at least three strategies you might use for gathering self-information.
3. To identify the strengths and weaknesses of the different strategies you could use for gathering self-information.

PREPARATION

1. Read section on building bases for choice in Chapter Four, "The Process of Choosing An Occupation", A Career Planning Guide.
2. Bring to class a list of the things you think that you should know about yourself before you choose an occupation. For example, you should know what you do well and what you do not do well. You should know what your interests are. You should also know your likes and dislikes.

INDIVIDUAL ACTIVITIES

1. Your instructor will give you an occupational description to read. It may not be one that describes an occupation in which you are interested, but this does not matter. Most occupational descriptions contain the same kind of information. For example, they describe what the workers do, the environment in which the work is done, and so on. As you read the description given to you, you may discover some more things that you should know about yourself before you finally choose an occupation. Add these to the list you have already prepared.
2. In this unit, you are going to be discussing some strategies for self-exploration. Before you begin, your instructor will give you some material from an astrology book to read. Find your sun sign and see what it says about you. Would you choose an occupation just on the basis of this information?

GROUP ACTIVITIES

1. Take part in class discussion on the importance of self-information in decision-making.

2. Compare the list you have made on the different kinds of self-information needed to make an occupational choice with the ones prepared by your classmates. If they have included some things that you haven't considered, add them to your list.
3. Participate in class discussion on strategies that can be used for gathering self-information. You should also consider the strengths and weaknesses of each strategy you identify.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Have I prepared a complete list of the things I should know about myself before I choose an occupation?	_____	_____
2. Do I know at least three strategies I could use for gathering information about myself?	_____	_____
3. Do I know the strengths and weaknesses of each strategy I could use for gathering self-information?	_____	_____

OBJECTIVES

1. To pick out five persons who have strongly influenced your behaviour, your thinking and your goals.
2. To examine the effects that your physical environment has had on the way you view yourself.
3. To describe yourself in three ways: (1) as you think others see you; (2) as you see yourself; and (3) as you would like to be.
4. To identify personal qualities that you value highly and ones that you want to change.
5. To describe your present and future roles in terms of satisfactions they have provided or are likely to provide.
6. To prepare a personal inventory based on your interests, performances and behaviours in past activities.
7. To set at least three personal goals for yourself and make plans to achieve them.

PREPARATION

Read Chapter Five, "Discovering Yourself", in A Career Planning Guide.

INDIVIDUAL ACTIVITIES

1. Complete Individual Project 1 -- Defining Who You Are -- and discuss your responses with someone in the class whom you trust.
2. In this unit, you will be making a complete study of yourself in order to determine your interests, abilities and personal character traits. There are five individual projects on preparing a personal inventory. Directions for doing each one are given on the following pages.
3. When you have completed your inventory, you are going to set some goals for changing aspects of yourself that are not consistent with your idea of the kind of person you want to become. Setting goals is described in Individual Project 7.

GROUP ACTIVITIES

1. Take part in class discussion about the effects of past experiences on the development of a person's self-picture.

2. Complete Group Project 1 -- Role Analysis -- with your instructor and classmates.
3. Take part in class discussion on how to do a personal inventory.
4. As you finish each individual project on making a personal inventory, go over your work with your instructor and some of your classmates. It is very easy to miss out on important facts about yourself.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Have I listed five persons who have strongly influenced my growth and development?	_____	_____
2. Do I know what kind of an effect my physical environment has had on the picture I have of myself?	_____	_____
3. Have I described the three different parts of my self-picture?	_____	_____
4. Have I examined present and future roles in terms of the satisfactions they have provided and are likely to provide?	_____	_____
5. Have I completed a personal inventory based on my interests, performances and behaviours in past activities?	_____	_____
6. Do I know some occupations for which I might be suited?	_____	_____
7. Do I know some occupations for which I might not be suited?	_____	_____
8. Have I set three personal goals for myself?	_____	_____
9. Do I know how I plan to achieve my three personal goals?	_____	_____

ROLE ANALYSIS

Directions: People often find clues to their identity by exploring roles. A role is a pattern of behaviour that is common to all persons who fill the same position or place in society. It is also a pattern of behaviour that is expected by other members of society.

For example, all women behave in certain patterned ways when they fill the role of mother. All teachers are expected to behave in certain ways within the classroom, regardless of how they behave when they are filling other roles such as father or mother, husband or wife, friend, volunteer worker, and the like.

To explore roles, do this:

1. Your instructor will give you a set of 10 index cards. On each one, write one role that you presently assume. For example, you might include such roles as student, daughter/son, sister/brother, classmate, babysitter, soccer player, club member, etc.
2. Some of these roles are probably more satisfying to you than others, simply because they enable you to fulfill more of your needs. Rank these roles on the basis of the amount of satisfaction they give you, beginning with the most satisfying one.
3. When everyone has completed this task, your instructor will tell you how s/he has ranked his/her roles. S/he will also tell you what kinds of satisfactions s/he gets from each one. Everyone in the class should do this in turn. As this happens, you should notice a number of things. You will see the variety of roles that people assume as they progress through life. You will also see that different people obtain different satisfactions from the same roles.
4. Now look ahead ten years. Which of your present roles will you still have? How important will they be? What new roles are you likely to have? Your instructor will give you extra cards on which to write your new roles. (you should again try to work with 10 roles) Rank these roles on the basis of the amount of satisfaction they are likely to give you, beginning with the one you expect to be most satisfying.
5. When everyone has completed this task, your instructor will tell you how s/he has ranked his/her future roles.

S/he will tell you what satisfactions s/he expects to receive from them. S/he will also tell you what s/he thinks that s/he must do in order to obtain these satisfactions. You are to do the same thing when it is your turn. Again, you will see the variety of roles that people assume as they progress through life. You will see the different expectations that different people have of the same roles. You will also see that people fulfill the same basic needs in many different ways.

DEFINING WHO YOU ARE

Directions: This project gives you a chance to explore briefly some of the ways in which your past experiences have influenced your development. Answer the questions given below in as brief a form as possible -- you are the only person who is going to be looking at them. Then, select another classmate whom you trust and exchange ideas with one another.

- I. Other people have influenced your development and your ideas about yourself. Pick out five persons (parents, friends, teachers, coaches, etc.) who have played an important role in your life and tell how they have influenced your behaviour, your thinking, and your goals.

1. _____ : _____

2. _____ : _____

3. _____ : _____

4. _____ : _____

5. _____ : _____

11. A Career Planning Guide points out that your physical environment can have an effect upon how you view yourself. The kind of house you live in, your neighborhood, your town, the kind of clothes you wear, the schools you have attended, and the clubs to which you have belonged are all part of this physical environment.

A. What are some of the ways that your physical environment has POSITIVELY affected your view of yourself?

B. What are some of the ways that these factors have had a NEGATIVE influence upon your view of yourself?

III. A Career Planning Guide suggests that every person may be viewed in three ways.

A. Describe the person whom you think others see when they look at you.

B. Describe how you view yourself.

C. Describe how you want to be seen.

D. Describe the ways these three views fit together.

E. Describe the ways these three views contradict or conflict with each other.

F. If there are major differences, how could you go about reducing or eliminating them?

IV. As most people think about themselves, there are some qualities they like and there are others that they would like to change.

A. As you think about yourself, what qualities do you value highly?
Or what ones would you like to keep and build upon over the years?

B. What qualities do you have that you want to change?

C. How do you plan to change them?

BEGINNING YOUR PERSONAL INVENTORY

Directions: Before you can make career plans and decisions, you have to "discover yourself". This is the reason for doing a personal inventory. It helps you find out about your interests and preferences. It helps you to find out about the kinds of things you are most capable of doing. It also helps you to find out about the ways you commonly behave.

The information you put together will be used in a number of ways. You will use it when you are trying to determine your life's goals. You will use it when you are searching for occupational possibilities. You will use it when you are evaluating alternatives and deciding. You will also use this information as the basis for planning changes in yourself.

Your first task is to prepare a list of all the major activities you have undertaken. You will find it easier if you use these headings to describe what you have done:

1. Work Experiences (include odd jobs, part-time jobs, regular work for pay, on-the-job training)
2. Hobbies, Sports and Recreational Activities
3. Club and Volunteer Activities
4. Home Activities (include duties, entertainment, etc.)
5. School Activities (include extra-curricular activities)
6. Attending School (list courses taken)

Your complete list will likely be a couple of pages long. Before you continue with the next project, have one of your classmates or the instructor look at it. They may discover important things that you have not put down. When you are satisfied that it is complete, put it in your student workbook. You will be referring to it over and over again as you complete the remaining projects.

ASSESSING YOUR INTERESTS

Directions: In the last project you made a list of your major activities under six categories: (1) work experience; (2) hobbies, sports and recreational activities; (3) club and volunteer activities; (4) home activities; (5) extra-curricular activities at school; and (6) school subjects taken. Now your task is to find out what interests these activities involve.

Think about the activities you have listed under each category, and put down the things you liked and disliked about them. Some typical entries might look like this:

WORK EXPERIENCE		
Job	Like	Dislike
Babysitting Painting	Telling stories to children Seeing the results; being outdoors	Working at night Fumes from paint

SCHOOL SUBJECTS		
Subject	Like	Dislike
Chemistry Cooking	Doing experiments to see what the results will be. Reading about nutrition and studying effects of diet on body.	Writing up lab reports. Preparing food budgets and doing actual cooking.

To check on the depth of your interest in any of the activities you list, ask yourself these questions:

- 1) How long have I had this interest?
- 2) Do I talk about it enthusiastically when I'm with other people?
- 3) How much time and effort have I given to pursuing this activity?

As a result of asking these questions, you may wish to change some of your responses. Or you might place a distinguishing mark beside interests that are very strong. For example, you could circle your strongest interests.

ASSESSING YOUR PAST PERFORMANCE

Directions: In the last project you examined what you liked and disliked about the major activities you have undertaken. This provided you with some clues about your interests. In this project you are to examine how well you have done in your various activities. This will give you some clues about what you are capable of doing.

For each activity you have listed, do this:

- 1) write down the tasks that you have done well.
- 2) write down the ones that other people have commended you for doing well.
- 3) write down the tasks that you learned to do very quickly.
- 4) write down the tasks that you have not done well.
- 5) write down the ones that other people have criticized you for doing poorly.
- 6) write down the tasks that you have had difficulty in learning.

Use a format similar to the one you were shown in the previous project.

INDIVIDUAL PROJECT 5

IDENTIFYING PERSONAL CHARACTER TRAITS

Directions: In this project you are going to be examining how you have behaved as you have engaged in your different activities.

For each activity you have listed, do this:

- 1) list good work habits you have shown. For example, starting promptly, being enthusiastic, using good judgment, planning your work, regarding safety regulations, completing tasks, etc.
- 2) list bad work habits you have shown. For example, never finishing a job, being late, avoiding responsibility, just doing enough to get by, needing to be pushed, acting impulsively, only doing things that interest you, etc.

- 3) list behaviours that are signs of social maturity. For example, talking to people easily, enjoying being with others, helping people, considering other people's feelings, avoiding arguments, etc.
- 4) list behaviours that are signs of social immaturity. For example, being awkward in social situations, not speaking out, resenting direction, shyness, being critical of others, acting bored, etc.
- 5) list behaviours that are signs of your ability to adjust to different situations. For example, being able to work under stress, appearing calm and relaxed, keeping your temper under control, taking criticism well, not getting discouraged easily, etc.
- 6) list behaviours that are signs of your inability to adjust to different situations. For example, losing your temper easily, often being depressed, easily hurt, needing constant encouragement, getting nervous, reacting negatively to criticism, etc.

INDIVIDUAL PROJECT 6

ORGANIZING YOUR INFORMATION

Directions: If you are like most people, you now have a lot of information on yourself which needs to be sorted and put into some kind of order. To complete your personal inventory, do this:

- 1) Take a sheet of paper and put these two columns on it:
 - a. WHAT I WANT FROM WORK
 - b. WHAT I DO NOT WANT FROM WORK
- 2) Look at your interests assessment again. Have some patterns emerged? For example, does it appear that you are interested in working with people? doing work with your hands? scientific things? If something fits in the first column, put it down there. If something more properly fits in the second column, put it there. You should also look at your other assessments to see if there is anything in them that could fit into one of these categories.

- 3) Take a second sheet of paper and put these two columns on it:
 - a. THINGS I CAN DO
 - b. THINGS I CANNOT DO
- 4) A lot of the information for this sheet will come from your assessment of past performances. But look through your other assessments as well. What kinds of patterns do you see? For example, are you good with figures? working under the pressure of deadlines? scientific things?
- 5) Take a third sheet of paper and put these two columns on it:
 - a. I AM
 - b. I AM NOT
- 6) Go back over your character traits assessment. Also review your other assessments. List your strong points in the first column and your weak points in the second one.
- 7) Now examine all three sheets of paper. You should find that they contain similar information. For example, if you are interested in working with people, this probably shows up under "Things I Can Do" and "I Am". There is a strong relationship between interests, abilities and behaviours.
- 8) Discuss the results of your inventory with your instructor and classmates. They may be able to suggest some occupations in which you would find both satisfaction and success. They may also be able to suggest some occupations that you should avoid.

INDIVIDUAL PROJECT 7

SETTING GOALS

Directions: The projects you have completed in this unit should have helped you discover what kind of person you are. But you don't have to remain the same for the rest of your life. For example, you can overcome bad work habits if you really want to. You can improve your grades if you study hard enough. You can learn to control your temper or your tendency to be sarcastic. You can develop your strong qualities still more. There are many aspects of yourself that you can develop or change in order to become the person you want to be.

Review all of the projects you have done in this unit and decide upon THREE personal qualities that you wish to change. Then discuss your reasons for wanting to change with either your instructor or one of your classmates. Do they think that your proposed changes are realistic ones?

Next, set goals for bringing about these changes. For example, are they changes that you can bring about in one month, three months, six months or a year? Be reasonable about the time limits that you set. If you are trying to bring about a major change in a very short time, you may fall short of your goal.

Finally, describe what you are going to do to bring about your proposed changes. For example, suppose that you have decided to improve your mathematics grades. Your goal might be to raise your mark from 50 to 80 on your final examination which is three months away. To reach your goal, you might plan to keep up with assignments and review four hours per week.

OBJECTIVES

1. To analyze the following factors used to describe occupational qualifications in the Canadian Classification and Dictionary of Occupations: interests, data-people-things, temperaments, physical activities, environmental conditions, aptitudes, general education development and specific vocational preparation.
2. To assess your preference for general work activities by completing the Canadian Occupational Interest Inventory and a checklist.
3. By completing a checklist, to assess the level of involvement with data, people and things that you would like to have in your work, as well as the level of involvement that you are capable of handling.
4. By completing a checklist, to assess your preferences and capacities for doing certain physical activities associated with work.
5. By completing a checklist, to assess your preferences for the environmental conditions found in different occupations and your ability to adjust to them.
6. To assess your aptitudes by taking the General Aptitude Test Battery.
7. To convert your scores on the GATB to the same levels used to describe occupational qualifications in the CCDO.
8. Using a table from the CCDO, to determine your present level of general education development and the level you expect to obtain.
9. Using a table from the CCDO, to determine your present level of specific vocational preparation and the level you expect to obtain.

PREPARATION

Read Chapter Six, "Exploring Self in Relation to Occupations", in A Career Planning Guide.

GROUP ACTIVITIES

1. Take part in class discussions on each of the factors used to describe occupational qualifications in the CCDO.
2. As you complete each individual project, discuss your work with your instructor and other members of the class.

INDIVIDUAL ACTIVITIES

In the last unit, you had a chance to find out what you are like by surveying your life's experiences and activities. This time you are going to gather self-information by completing certain tests, inventories and checklists. These are described in Individual Projects 1 to 8.

SELF-EVALUATION CHECKLIST

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 1. Have I completed all of the tests, inventories and checklists described in this unit? | _____ | _____ |
| 2. Am I satisfied that the picture I now have of myself is an accurate one? | _____ | _____ |

ASSESSING YOUR WORK ACTIVITY INTERESTS

Directions: In this project, you are going to consider the work activities that you like and dislike. This is the procedure that you are to follow:

1. Your instructor will administer the Canadian Occupational Interest Inventory. S/he will tell you how to complete and score it. A special form will be given to you for recording your scores. When you have filled it in, put it in your student workbook. You will be referring to it again.
2. If a copy of this inventory is not available, complete the following checklist. The description of yourself that you obtain will be like the one given when you take the COII. Even if you take the COII, it is a good idea to do this checklist. It is one way of checking on the consistency of your answers.
3. Your answers on the "Work Activities Interests Checklist" should be identical to your profile on the COII. But the results of both the COII and the checklist should be verified by your own opinions as to where your interests lie, and by what you do. Look over the interests you expressed in your personal inventory in the last unit. Are they the same? If they are not, you should discuss your results with the instructor and make changes in the checklist here as required.

WORK ACTIVITIES INTERESTS CHECKLIST

	YES	NO
1. Do you enjoy work which involves things and objects?	___	___
2. Do you enjoy meeting people and working with others?	___	___
3. Do you enjoy doing the same tasks daily?	___	___
4. Do you enjoy doing something which directly helps or gives service to other people?	___	___
5. Do you enjoy work which brings you recognition and appreciation from other people?	___	___
6. Do you enjoy trying to express your ideas or getting them across to other people?	___	___

	YES	NO
7. Do you enjoy work of a scientific or technical nature?	___	___
8. Do you enjoy thinking up new ideas or ways to do things?	___	___
9. Do you enjoy working with machines, equipment, mechanical things?	___	___
10. Do you enjoy making products, things?	___	___

IN THE SPACES BELOW, write the number of the interests you have expressed in order from your first choice (best-liked) to your last choice (least-liked). Start by filling in your three best-liked and three least-liked choices. Then fill in your other choices.

Best-Liked Choices

Least-Liked Choices

1st Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice
---------------	-----	-----	-----	-----	-----	-----	-----	-----	----------------

ASSESSING YOUR INVOLVEMENT WITH DATA-PEOPLE-THINGS

Directions: Every occupation requires that you be involved to some extent with data, people and things. For example, an accountant works mostly with data in the form of numbers. But s/he may also operate machines like calculators and advise clients. So s/he has some involvement with things and people. This is the procedure that you are to follow in this project:

1. Review the section on Data-People-Things in Chapter Six, "Exploring Self in Relation to Occupations", A Career Planning Guide.
2. Fill in the checklist below. You are to first consider your interests in relation to Data-People-Things. Then you are to consider your capabilities.
3. Check to see that your interests are similar to the ones you expressed on your "Work Activities Interests Checklist". Later, when you have looked at your aptitudes, check to see if your capabilities are similar.

INTERESTS

- CAPACITIES

1. I am capable of working with DATA:
- at a high level H ____
- at a medium level M ____ (DATA)
- at a low level L ____
2. I am capable of working with PEOPLE:
- at a high level H ____
- at a medium level M ____ (PEOPLE)
- at a low level T ____
3. I am capable of working with THINGS:
- at a high level H ____
- at a medium level M ____ (THINGS)
- at a low level L ____

ASSESSING YOUR TEMPERAMENTS

Directions: Following is a checklist that describes twelve different types of work situations to which people in different occupations must adjust or adapt. Whether it is easy or difficult for you to adjust or adapt to these situations depends a great deal on your temperamental qualities. So it is called a "temperaments checklist". Think carefully about what you are like as you complete it.

Then, check your responses against the assessment of your personal character traits in your personal inventory. Are they similar? If they are not, you should discuss the results with your instructor. You may wish to make some changes in the checklist here in order to bring your responses in line with the results of your personal inventory.

TEMPERAMENTS CHECKLIST

	YES	NO
1. Is it easy for you to do a lot of different things that change frequently?	___	___
2. Is it easy for you to keep repeating the same job tasks?	___	___
3. Is it easy for you to work under the direction of someone else?	___	___
4. Is it easy for you to plan or direct the activities of other people?	___	___
5. Is it easy for you to work in close cooperation with other people?	___	___
6. Is it easy for you to work alone?	___	___
7. Is it easy for you to convince others or influence their ideas?	___	___
8. Is it easy for you to make quick judgments under pressure?	___	___
9. Is it easy for you to make decisions based on observations?	___	___
0. Is it easy for you to work at tasks involving many facts and figures?	___	___

YES NO

- X. Is it easy for you to help people put their personal ideas and feelings into words? _____
- Y. Is it easy for you to do a great deal of precise and accurate work? _____

IN THE SPACES BELOW, write the number or code letter of your responses in order. Start by writing the three easiest situations for you to adjust or adapt to on the left, and the three most difficult ones on the right. Then fill in your other responses.

Easiest

Most Difficult

INDIVIDUAL PROJECT 4

EXAMINING PHYSICAL ACTIVITIES IN WORK

Directions: Every occupation makes certain physical demands on its workers. For example, some workers must lift heavy objects all day long. So they have to be fairly strong. Some workers, such as pilots, must use their eyes a lot. So they must have good vision. The checklist presented here describes the physical activities involved in different occupations.

1. First consider the physical activities that you could tolerate as part of a regular job. Then consider the kinds of physical activities that you would like to do in your work.
2. Check to see whether your personal inventory supports the responses you have given here. It is very important for you to be realistic about the kinds of physical activities that you could stand to do day after day. For example, you may be quite capable of lifting a one hundred-pound bag of cement. But could you lift one hundred-pound bags of cement for six hours straight? Think about it!

PHYSICAL ACTIVITIES CHECKLIST

	I could stand this activity as part of a <u>regular job</u>	I would prefer this activity as part of a <u>regular job</u>
1. Strength (lifting, carrying, pushing, pulling) shown in terms of:		
S Sedentary work (up to 10 lbs.)	_____	_____
L Light work (up to 20 lbs.)	_____	_____
M Medium work (up to 50 lbs.)	_____	_____
H Heavy work (up to 100 lbs.)	_____	_____
VH Very Heavy work (over 100 lbs.)	_____	_____
2. Climbing and/or Balancing	_____	_____
3. Stooping, Kneeling, Crouching and/or Crawling	_____	_____
4. Reaching, Handling, Fingering and/or Feeling	_____	_____
5. Talking	_____	_____
6. Hearing	_____	_____
7. Seeing, closely observing	_____	_____

INDIVIDUAL PROJECT 5

EXAMINING ENVIRONMENTAL CONDITIONS

Directions: Your instructor will discuss some of the conditions surrounding different occupations. For example, in some occupations the work is done inside. In others it is done outside. In some occupations there is a lot of noise in the working area.

Fill in the checklist which follows. As you did in the last individual project, you should first consider the conditions under which you could tolerate working. That is, you should consider the conditions that you are physically capable of enduring. Next consider the conditions under which you would prefer to work.

ENVIRONMENTAL CONDITIONS CHECKLIST

	I could work in this en- vironment	I would prefer to work in this environment
<u>WORK LOCATION</u>		
I. Working indoors	_____	_____
O. Working outdoors	_____	_____
B. Working both indoors and outdoors	_____	_____
<u>CONDITIONS</u>		
2. Working in extremes of cold plus temperature changes	_____	_____
3. Working in extremes of heat plus temperature changes	_____	_____
4. Working in wet and/or humid conditions	_____	_____
5. Working where much noise and/or vibration is present	_____	_____
6. Work involving hazards or the risk of bodily injury	_____	_____
7. Working where fumes, odours, dust are present and/or ventilation is poor	_____	_____

INDIVIDUAL PROJECT 6

ASSESSING YOUR APTITUDES

Directions: Aptitudes form a very important set of characteristics that you must consider in choosing an occupation. Aptitudes are your abilities to perform skills or to learn to perform new skills that are needed in different occupations.

1. Your instructor or someone else will administer the General Aptitude Test Battery. S/he will tell you how to complete it and will score it for you. Record your scores on the Aptitudes Checklist which follows. Your instructor will tell you how to change your scores to levels. Or you can read how to do it in your textbook.
2. If you cannot take the GATB, you can estimate your levels for each aptitude. The way in which this can be done is described in Chapter Six, "Exploring Self in Relation to Occupations", A Career Planning Guide.
3. Compare the results you obtained from taking the GATB with your performance based on past activities. Do you feel that your scores accurately reflect what you are capable of doing? If they do not, you should go over your results with your instructor.

APTITUDES CHECKLIST

	<u>GATB Score</u>	<u>Aptitude Level</u>
1. General learning ability	G ____	G ____
2. Verbal aptitude	V ____	V ____
3. Numerical aptitude	N ____	N ____
4. Spatial relationships	S ____	S ____
5. Form perception	P ____	P ____
6. Clerical perception	Q ____	Q ____
7. Motor coordination	K ____	K ____
8. Finger dexterity	F ____	F ____
9. Manual dexterity	M ____	M ____
10. Eye-hand-foot coordination (not measured in GATB)		E ____ (estimate)
11. Colour discrimination (not measured in GATB)		C ____ (estimate)

ASSESSING YOUR GENERAL EDUCATION DEVELOPMENT LEVEL

Directions: Your level of General Education Development includes all the academic education you have had in school subjects like mathematics and language. It is determined by the number of years you have spent in elementary school, high school and college, or by the level of education you may have gained by study on your own. It does not include study that has been directed toward a specific job.

1. To help you record your GED level, this table is provided:

<u>Years of School</u>	<u>GED Level</u>
17 years or more	6
13 to 16 years	5
11 to 12 years	4
9 to 10 years	3
6 to 8 years	2
up to 6 years	1

Record the number of years you have gone to school and your present GED level here:

Years in School _____ Present GED Level _____

2. If you want to raise your GED level, you should discuss it with your instructor or a counsellor. In adult upgrading or retraining classes, you may be able to raise your GED level in just a few months. Record the GED level you expect to obtain here:

GED Level I expect to obtain _____

INDIVIDUAL PROJECT 8

ASSESSING YOUR SPECIFIC VOCATIONAL PREPARATION LEVEL

Directions: Training for a specific work field is called Specific Vocational Preparation (SVP). Usually this training is taken to learn new skills for work in particular occupations. For example, a carpenter may take trades training. A teacher would attend university.

1. Specific vocational preparation can run from a few hours of practice on the job to many years of study at a technical institute or university. To measure your own level of SVP, you can use this table:

<u>Length of Preparation</u>	<u>Level</u>
Short demonstration	1
Anything beyond short demonstration and up to 30 days	2
Over 30 days up to 3 months	3
Over 3 months up to 6 months	4
Over 6 months up to 1 year	5
Over 1 year up to and including 2 years	6
Over 2 years up to and including 4 years	7
Over 4 years up to and including 10 years	8
Over 10 years	9

Using this information, fill in the table below:

Courses or Training Taken	Length	SVP Level

2. If you have received a certificate or diploma for any training course you have taken, you can record it here:

Certificate or Diploma	Name of Institution	Date

3. Show this information to your instructor. S/he will help you determine your approximate SVP level. Record it here:

Best Estimate of SVP Level is _____

4. If you want to raise your SVP level, talk it over with your instructor or a counsellor. Then record your projected level:

SVP Level I expect to obtain _____

OBJECTIVES

1. To categorize all self-information you have gathered under three headings: (1) what I want from work; (2) what I am capable of doing; and (3) what I am willing to do.
2. To determine the order in which you will manipulate your self-information when you are searching for occupational possibilities.
3. To code some of your self-information using the numbering and lettering system employed in the CCDO.
4. To interpret a given occupational profile which includes descriptions of interests factors, temperaments factors, environmental conditions, physical activities, general education development and specific vocational preparation.

PREPARATION

Go over the work you have done in Units 2, 4 and 5 and make certain that you have completed all individual projects. You will be using the information from these units in this and later units.

GROUP ACTIVITIES

1. Your instructor will place three headings on the chalkboard: (1) what I want from work; (2) what I am capable of doing; and (3) what I am willing to do. You and your classmates are to decide under which category you should place the various kinds of information you have gathered on yourselves. For example, under "what I am capable of doing", you should put such personal descriptors as your aptitudes, the physical activities you are capable of doing, and so on.
2. Take part in class discussion on interpreting occupational qualifications profiles.

INDIVIDUAL ACTIVITIES

1. Complete Individual Project 1 -- Ordering My Personal Descriptors. In this project, you are to consider the descriptions of yourself that would provide you with the largest number of occupational alternatives from which to choose and those that would most restrict your range of options.
2. In Individual Project 2, you are to code your information from the tests, inventories and checklists you have completed using the numbering and lettering system employed in the CCDO.
3. Complete Individual Project 3 -- Interpreting Occupational Qualifications Profiles.

SELF-EVALUATION CHECKLIST

	<u>Yes</u>	<u>No</u>
1. Do I know which information I have collected describes what I want from work?	___	___
2. Do I know which information I have collected describes what I am capable of doing?	___	___
3. Do I know which information I have collected describes what I am willing to do?	___	___
4. Have I determined the order in which I am going to manipulate my self-information when I am searching for occupational possibilities?	___	___
5. Have I coded my personal information correctly?	___	___
6. Can I interpret an occupational qualifications profile?	___	___

ORDERING MY PERSONAL DESCRIPTORS

Directions: You and your classmates have classified all the self-information you collected in Units 2, 4 and 5 into three categories: (1) what I want from work; (2) what I am capable of doing; and (3) what I am willing to do. As you can see, you have gathered a lot of facts that will be useful when you are looking for occupational possibilities. It will also be useful when you are evaluating occupational alternatives and deciding.

In the next unit, you are going to begin your search for occupational alternatives. First you are going to broadly explore occupations. Your objective will be to produce as wide a range of alternatives as you possibly can. Once you have sufficiently broadened your horizons with respect to available opportunities, you are going to begin to narrow your range of options.

This initial broadening and narrowing process is going to be done by using descriptions of yourself as the stimuli. For example, you have identified the work activities that interest you. What occupational possibilities do they suggest?

Here is the procedure for completing this project:

1. To use personal descriptors in your search for occupational possibilities you must first identify ones that will enable you to explore the WIDEST RANGE of alternatives. For example, suppose that you have extremely high aptitude scores on the GATB. This opens a large range of possibilities to you. You at least have the mental capability of becoming anything from a miner to a nuclear physicist. Or perhaps you can tolerate any of the physical activities associated with work. Again, this means that you at least have the physical capability of becoming anything from a miner to a nuclear physicist.

List the personal descriptors that will enable you to explore the WIDEST RANGE of alternatives here. Later, you will be asked to put them in some kind of order.

_____	()
_____	()
_____	()
_____	()

2. Next consider the personal descriptors that will RESTRICT THE RANGE of alternatives available to you. For example, perhaps you can only tolerate working indoors. Perhaps you are unable to move from your present location. Or perhaps you are only willing to complete grade 11 before looking for employment.

List the personal descriptors that will RESTRICT YOUR RANGE of alternatives here. Place a star (*) beside those descriptors that CANNOT BE CHANGED. Later, you will be asked to put them in some kind of order.

_____	()
_____	()
_____	()
_____	()
_____	()
_____	()
_____	()
_____	()
_____	()

3. Now rank all of your personal descriptors in the order in which you wish to use them when you are searching for occupational alternatives. For this task, you can use the space () provided at the end of each line. Remember that your objective is to produce a wide range of alternatives initially. Then, you gradually want to narrow them. Some of your descriptors will be better than others for each of these processes. When you have them in order, show your completed list to your instructor. S/he may suggest some changes if s/he feels that you will be restricting your range of alternatives too quickly.

DEVELOPING A CODED PERSONAL PROFILE

Directions: As you were completing your checklists, inventories and tests in Unit 5, you may have noticed some unusual numbering and lettering. For example, the different aptitudes measured in the General Aptitude Test Battery were labelled G-V-N-S-P-Q-K-F-M-E-C. And you should recall changing all of your GATB scores to levels from 1 to 5. This numbering and lettering system forms a code that is used for describing occupations in the Canadian Classification and Dictionary of Occupations.

In the next unit, you are going to search for occupational alternatives using a key sort. But before you can do this, you must have your self-information in the same coded form that appears in the CCDO.

The form you will use for coding your information is contained on the following pages. Explanations to help you list your qualifications in code form are given below. But a word of caution before you begin! Unless you are extremely careful, it is easy to make mistakes when you are coding. When you have finished, check your work -- or better still, have one of your classmates check it for you. If you make a mistake in your coding, you will end up matching your qualifications to those of occupations for which you may not be suited.

EXPLANATIONS FOR CODING

1. Interests Factors. From the Interests Activities Checklist or COII in Individual Project 1 (Unit 5), write the numbers of the three activities that you would prefer. Also record the numbers of the three activities that you would like least.
2. Data-People-Things. First record your preferred involvement with data, people and things as H, M or L (high, medium or low). Then record the level of involvement you feel that you are capable of handling as H, M or L.
3. Temperaments. From the Temperaments Checklist in Individual Project 3, write the numbers or letters of the three situations that you would find easiest to adjust or adapt to. Also record the numbers or letters of the three situations that you would find most difficult to adjust or adapt to.
4. Physical Activities. First record the physical activities that you would prefer to have as a regular part of your work. They are written as S, L, M, H, or VH, followed by the numbers of other activities that you like. Then record the physical activities that you are capable of tolerating in the same manner.

5. Environmental Conditions. First record the environmental conditions that you would prefer. These are written as I, O or B, followed by the numbers of other conditions you would like. Then record the environmental conditions that you could tolerate in the same manner.
6. Aptitudes (GATB). Write the levels of the first nine aptitude factors from the Aptitudes Checklist in Individual Project 6. Estimate your levels for the final two aptitudes described.
7. General Education Development Level. Write the number of years you were in school and beside it write your present GED level from Individual Project 7. If you expect to raise your GED level, record the level that you hope to obtain.
8. Specific Vocational Preparation Level. From Individual Project 8, record your present SVP level. If you expect to raise this level, record the level that you expect to obtain as well.

MY CODED PERSONAL PROFILE FORM

<u>Factor</u>		<u>Description</u>	<u>Code Number</u>
WORK ACTIVITY INTERESTS			
(Best-Liked)	1st	_____	_____
	2nd	_____	_____ Ints. Likes
	3rd	_____	_____
(Least-Liked)	1st	_____	_____ Ints. Dislikes
	2nd	_____	_____
	3rd	_____	_____
DATA-PEOPLE-THINGS INVOLVEMENT (High-Medium-Low)			
(Interests)	1st	_____	_____ D
	2nd	_____	_____ P Ints.
	3rd	_____	_____ T
(Capacities)	1st	_____	_____ D
	2nd	_____	_____ P Capabil.
	3rd	_____	_____ T
TEMPERAMENTS			
(Easiest situations to adjust to)	1st	_____	_____
	2nd	_____	_____ Temps. Easy
	3rd	_____	_____
(Hardest situations to adjust to)	1st	_____	_____ Temps. Hard
	2nd	_____	_____
	3rd	_____	_____

My Coded Personal Profile Form - 2

<u>Factor</u>	<u>Description</u>	<u>Code Number</u>
PHYSICAL ACTIVITIES		
(Preferences)	_____	_____ PA Pref.

(Capabilities)	_____	_____ PA Capabil.

WORK ENVIRONMENT		
(Preferences)	_____	_____ EC Pref.

(Capabilities)	_____	_____ EC Capabil.

APTITUDES (GATB)		
(Levels)	General Learning Ability	_____ G
	Verbal Ability	_____ V
	Numerical Ability	_____ N
	Spatial Perception	_____ S
	Form Perception	_____ P
	Clerical Perception	_____ Q
	Motor Co-ordination	_____ K

My Coded Personal Profile Form - 3

<u>Factor</u>	<u>Description</u>	<u>Code Number</u>
APTITUDES (GATB) (continued)		
	<i>Finger Dexterity</i>	_____ F
	<i>Manual Dexterity</i>	_____ M
	<i>Eye-hand-foot Coordination (your estimate)</i>	_____ E
	<i>Colour Discrimination (your estimate)</i>	_____ C
GENERAL EDUCATION DEVELOPMENT LEVEL		
(Present Level)	_____	_____ GED Now
(Projected Level)	_____	_____ GED Later
SPECIFIC VOCATIONAL PREPARATION LEVEL		
(Present Level)	_____	_____ SVP Now
(Projected Level)	_____	_____ SVP Later

INTERPRETING OCCUPATIONAL QUALIFICATIONS PROFILES

Directions: In Individual Project 2, you coded the personal information you had collected from completing tests, inventories and checklists. The numbering and lettering system you used is like the one employed in the CCDO to describe occupational qualifications.

In this project, you are to interpret some occupational qualifications profiles. You probably remember what some of the numbers and letters mean from preparing your own profile. For any that you don't remember, refer to Chapter Six in A Career Planning Guide.

Next, you are to compare your profile with the profiles of some different occupations to determine whether you would qualify for them. Directions on how to do this are given below.

INTERPRETING OCCUPATIONAL QUALIFICATIONS PROFILES

1. Here is an example of an occupational qualifications profile for an Airline Stewardess or Purser:

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	<u>3</u>	<u>3</u>	4	4	4	<u>3</u>	4	4	<u>3</u>	<u>3</u>	5	L23456	I567	3	3	2	598

- a) Which aptitudes are most important for satisfactory performance in this occupation? _____
- b) What kinds of physical activities are involved in the work of an airline stewardess and a purser? _____
- c) What are the environmental conditions surrounding the work of an airline stewardess and a purser? _____
- d) How many years of schooling are normally required for entry into these occupations? _____
- e) Approximately how long is the specific vocational training period? _____
- f) What kind of interests patterns are displayed by workers in these occupations? _____
- g) What kinds of work situations must workers in these occupations be able to adjust to? _____

2. Here is an example of an occupational qualifications profile for a medical-record librarian:

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	<u>3</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>4</u>	L4567	I	4	5	63	OY5

- Which aptitudes are most important for satisfactory performance in this occupation? _____
- What kinds of physical activities are involved in the work of a medical-record librarian? _____
- What are the environmental conditions surrounding the work of a medical-record librarian? _____
- How many years of schooling are normally required for entry into this occupation? _____
- How long is the training period? _____
- What kinds of interests patterns are displayed by workers in this occupation? _____
- What kinds of work situations must workers in this occupation adjust to? _____

WHAT OCCUPATIONS CAN YOU MEET THE REQUIREMENTS OF?

1. Here is a coded personal profile for an imaginary person:

APT:	G	V	N	S	P	Q	K	F	M	E	C	PA	EC	GED	SVP	INTS.	TEMPS.
	3	3	2	2	4	3	3	3	4	4	1	VH234567	B4567	3	1	568	9X

Look at his/her aptitudes first. What occupations can s/he meet the requirements of on the basis of his/her aptitudes? S/he can meet the requirements of occupations having the identical aptitudes listed. But s/he can also meet the requirements of occupations listing lower aptitudes.

When you were doing your coded personal profile, you will recall converting all of your aptitude scores except general learning ability to levels from 1 to 5. General learning ability was converted to a level from 1 to 4. The top level for each aptitude was 1. So the person described here can meet the requirements for occupations which have aptitude levels of:

G	V	N	S	P	Q	K	F	M	E	C
3-4	3-5	2-5	2-5	4-5	3-5	3-5	4-5	4-5	4-5	1-5

2. What occupations can you meet the requirements of on the basis of your aptitudes? Jot them down in the margin on your coded personal profile.
3. Next look at the physical activities this imaginary person is capable of doing. What occupations can s/he meet the requirements of on the basis of his/her physical capacities? S/he can meet the requirements of occupations that list the same physical activities that s/he is capable of doing. But s/he can also meet the requirements of occupations that require a lower level of strength than s/he has listed. So the person described here can meet the physical activity of occupations with profiles like this:

PA: S-VH, 234567

4. What occupations can you meet the requirements of on the basis of your physical capabilities? Jot them down in the margin of your coded personal profile.
5. Now look at the environmental conditions this imaginary person is capable of tolerating. What occupations can s/he meet the requirements of? S/he can meet the requirements of occupations that list the same environmental conditions s/he can tolerate. But in this case, s/he can also meet the requirements of occupations that are done solely indoors or outdoors:

EC: I-O-B, 4567

6. What occupations can you meet the requirements of on the basis of your ability to tolerate certain environmental conditions? Jot them down in the margin on your coded personal profile.
7. Next look at this imaginary person's General Education Development level. What occupations can s/he meet the requirements of on the basis of GED level? S/he can meet the requirements of occupations specifying the same GED level and those requiring a lower level. So the person described here can meet the GED requirements of occupations with a profile like this:

GED: 3-1

8. What occupations can you meet the requirements of on the basis of your present GED level? On your projected GED level? Write them down in the margin of your coded profile.
9. The person described here has only had a short demonstration of how to do a specific job. So s/he can only meet the requirements of occupations have an SVP level of 1. Here, too, much will depend on the nature of the preparation. For example, if the preparation s/he has had is for waiting on tables in a restaurant and s/he is looking at an entirely different occupational profile, s/he may not qualify on the basis of SVP level required.

10. In the margin of your coded personal profile, write down only your projected SVP level and the other levels it would include.
11. Finally, both you and the imaginary person presented here can meet the requirements of occupations listing identical interests and temperaments profiles. But a word of caution is required. Occupational qualifications profiles always describe the "average" worker. If your profile does not exactly match an occupational qualifications profile, it does not necessarily mean that you are not suited for that occupation.
12. Ask your instructor to show you the profiles of some occupations in which you are interested. Compare your profile with them. Can you meet their requirements?

OBJECTIVES

1. Using your own knowledge base, to identify occupational alternatives through exploration based on personal descriptors.
2. Using a keysort or some other mechanical means of manipulating data, to identify occupational alternatives through exploration based on personal descriptors.
3. Using the industry index in the Canadian Classification and Dictionary of Occupations, to identify occupational alternatives through occupational group descriptors (optional).
4. Using the alphabetical index in the Canadian Classification and Dictionary of Occupations, to identify occupational alternatives using the specific occupations route (optional).
5. To evaluate occupational alternatives in terms of (1) what you want from work; (2) what you are capable of doing; and (3) what you are willing to do.
6. To select those alternatives that appear to be most promising as a result of evaluating them using personal descriptors.
7. To locate descriptions of the occupational alternatives you have selected in Volumes 1 and 2 of the Canadian Classification and Dictionary of Occupations and Canadian Occupational Groups.

PREPARATION

Review Chapter Four, "The Process of Choosing An Occupation", in A Career Planning Guide.

GROUP ACTIVITIES

1. Take part in a class demonstration and discussion on how to use Volumes 1 and 2 of the Canadian Classification and Dictionary of Occupations and Canadian Occupational Groups.
2. Participate in a class demonstration and discussion on using the Exploring Occupations Kit.
3. Supervise five of your classmates when they are using the Exploring Occupations Kit to locate occupational alternatives for you. Also act as a sorter for these same five classmates when they are trying to locate occupational alternatives.

4. Take part in a summary discussion on what you have done in this unit, and what you still must do before you can make an occupational choice.

INDIVIDUAL ACTIVITIES

1. Complete Individual Project 1 -- Using Personal Knowledge of Occupations to Identify Some Alternatives.
2. Identify any problems you encountered in doing Individual Project 1 and record them on the checklist in Individual Project 2. You may wish to discuss these problems with your instructor and the rest of your classmates.
3. With the help of your instructor and five classmates, complete Individual Project 3 -- Using an Occupational Exploration Kit to Identify Alternatives.

SELF-EVALUATION CHECKLIST

	<u>Yes</u>	<u>No</u>
1. Have I selected a number of occupational alternatives based on my own knowledge of different kinds of work?	_____	_____
2. Have I selected a number of occupational alternatives as a result of using the Exploring Occupations Kit?	_____	_____
3. Was I able to locate descriptions of my occupational alternatives in the CCDO and COG?	_____	_____
4. Do I know what I still have to do before I can make a definite occupational choice?	_____	_____

USING PERSONAL KNOWLEDGE OF OCCUPATIONS TO IDENTIFY SOME ALTERNATIVES

Directions: In this project, you are going to use the personal descriptors you identified in the last unit to produce a broad list of occupational alternatives. The procedure that you are to follow is described below.

1. Take several sheets of looseleaf paper and at the top of each, write one personal descriptor that will broaden the range of alternatives available to you (see Individual Project 1, Unit 6).

EXAMPLES: 1) I would like work of an abstract, creative nature.

2) I am good at working with figures.

3) I am willing to spend two years preparing for my chosen work.

2. Now consider each personal descriptor separately. What occupations can you think of that would employ workers with a similar personal descriptor? For example, suppose that you are interested in work of an abstract, creative nature. What occupational possibilities does this suggest? Here are just a few of your alternatives:

Animator
Cartoonist
Vocational Teacher, Applied Arts
Photographer
Sign Painter
Floral Arranger
Film Editor
Musician
Concert Singer
Dancer
Actor/Actress
Editorial Writer
Architect
Interior Designer

You are going to have to do a lot of thinking in order to complete this task. For example, you are going to have to think about the occupations that people you know are in. What are they like? What is their work like? You are going to have to think about the work you have seen people doing on television shows, in movies and the like. You are going to have to think about all of the things you have read about occupations. Write down as many alternatives as you can possibly think of for each descriptor, beginning with the one that is likely to produce the largest number of possibilities.

3. When you have completed this task, start evaluating each of your alternatives. Which ones are likely to give you what you want from work? Which ones do you think you are most capable of doing? Which ones have preparation times and other factors that coincide with what you are willing to do? Cross the most unsuitable alternatives from your lists. Keep your sheets of paper in your student workbook. You will be doing more work on the remaining alternatives later.

INDIVIDUAL PROJECT 2

IDENTIFYING PROBLEM AREAS

Directions: As you worked on the last project, you may have run into some problems. But as you must realize, part of career planning involves recognizing difficulties you might encounter and figuring out ways of handling them.

Some of the problems people often have when they are preparing to choose their life's work are listed below. Are any of these similar to the ones you experienced? Identify any difficulties you may have had in completing Individual Project 1. Then discuss these difficulties with your instructor and other members of your class. Together, you should be able to figure out what you have to do to overcome them.

Problems I Am Encountering in Choosing an Occupation

1. I do not know much about the different kinds of work that are available. _____
2. I do not know what certain interesting occupations offer. _____
3. I do not know what certain interesting occupations require. _____
4. I do not know what kinds of education and training are most suitable for me. _____
5. I do not know much about educational and training opportunities. _____

Others: _____

USING AN OCCUPATIONAL EXPLORATION KIT TO IDENTIFY ALTERNATIVES

Directions: Using your own knowledge to identify occupational alternatives has one major advantage. You can use any personal descriptors you want to guide your search. For example, you can describe yourself as a three-eyed monster who only wants to work two days a week, and then proceed to list possibilities. But as you probably discovered, this method is of limited value if you don't have an adequate, accurate knowledge of the world of work.

This is why many people use occupational exploration kits, computers and the like when they are searching for alternatives. Devices such as these enable them to find out about a lot of occupations in a short time. They also cut down on some of the work involved in choosing an occupation since they are capable of sorting and weighing alternatives to some extent.

But these devices have their limitations as well. You can only use personal descriptors that are compatible with the system around which the kit or computer program has been built. In your case, you can only use the descriptors of yourself that you put into coded form in the last unit. These are the descriptions of yourself that you developed as a result of completing tests, inventories and checklists.

In this project, you are going to use an occupational exploration kit in searching for alternatives. This kit contains 500 punched cards. Each card contains the name of a group of similar occupations, a list of occupational titles, and an occupational qualifications profile. The procedure that you are to follow in using this kit is described below.

But before you begin, perhaps you should know something about the probable outcomes of this project. Chances are you will come up with many more occupational alternatives than you were able to when you were generating options based on your personal knowledge. Chances are you will also be able to narrow your range of alternatives more easily since the procedure you use does a lot of sorting and weighing for you. Even so, it is highly unlikely that you will be able to make a definite occupational choice. Before you can do this, you will need to collect a lot of additional information on specific occupations.

1. In this project, you are going to be sorting the 500 cards in the kit. The first sorting you do will be to establish what is called a base set. This is the set you will work from when you begin to narrow your range of alternatives. Therefore, the first descriptors you will want to use are those that should provide you with the largest number of options. Go

back to Individual Project 1 in Unit 6 and review the order in which you decided to manipulate your personal descriptors. Then go to Individual Project 2 in that same unit and find out the code numbers of your descriptors. When you have all of your information together, you will be ready to use the kit.

2. Select five of your classmates whom you wish to have help you with this project. Place a pile of cards and a needle in front of each of them. Under your direction, they are going to do all of your sorting for you.
3. Tell them what descriptor you want them to sort on -- e.g., interests. Then give them the code number they are to use. For example, suppose you want them to identify occupations in which one of the work activities involves business contact with people. All you have to say is this: "Under interests, sort on 2".
4. Your classmates will probably do between three to five sorts in order to establish your base set. For example, suppose you have a broad range of interests. You are interested in work involving things and objects, work of a scientific or technical nature, and work in which you can see the results. Every card that has one of these descriptors on it will be removed. As they complete each sort, your classmates will hand you the cards that drop out of their pile. From these cards, select the ones that you wish to consider as alternatives.
5. Once you have established your base set, PUT THE REMAINING CARDS FROM THE KIT OUT OF THE WAY. Give your classmates equal piles of the alternatives in your base set and have them sort on the next personal descriptor you wish to consider. Again, they will hand you the cards that drop out.
6. Your instructor will be helping you throughout this process. But in actual fact, you are the only person who can decide which alternatives you should keep and which ones you should discard after each sort. When you are satisfied that you have a reasonable number of alternatives to study further, you must record them. Write down the name of the occupational group and the code number which appears in the upper left-hand corner of each card. If you have these facts, it will be easy for you to locate more information on each of your alternatives from either the Canadian Classification and Dictionary of Occupations or Canadian Occupational Groups.

OBJECTIVES

1. To prepare an outline of the different kinds of information you need to gather on occupations before you can make a wise choice.
2. To prepare a consistent list of questions to ask when you are gathering occupational information.
3. To identify "people" and "media" sources of information on occupations.
4. To state the advantages and disadvantages of consulting different "people" and "media" sources when you are trying to find out about an occupation.
5. To identify the major ways of locating information on occupations.
6. In cooperation with your classmates, to examine different kinds of published occupational materials and determine which ones provide the most accurate and complete information.
7. To find out where occupational information materials are located in your school and how to gain access to them.

PREPARATION

1. Read Chapter Seven, "Studying Occupations", in A Career Planning Guide.
2. Read Chapter Eight, "Locating Occupational Information", in A Career Planning Guide.
3. Prepare a list of the different kinds of information you need to gather on occupations before you can make a wise choice. It will be easier to do this task if you ask yourself two questions: (1) What do I need to find out in order to determine whether I am likely to be satisfied in an occupation? (2) What do I need to find out in order to determine whether I am likely to succeed in an occupation. Refer to Individual Project 1 for examples of how this can be done.

GROUP ACTIVITIES

1. Take part in class discussion on the different kinds of information you need to collect on occupations. Your instructor will put the results of the outlines you and your classmates developed as preparation for the class on the chalkboard.

2. Help your classmates to develop a list of questions to ask when you are seeking occupational information.
3. Take part in class discussion on sources of occupational information. First you are to identify the major "media" and "people" sources you could use. Next you are to examine the advantages and disadvantages of using each one. Then you are to look at ways of locating information from these different sources.
4. Complete Group Project 1 -- Evaluating Occupational Information -- with several of your classmates. One person from your group should be appointed to report your findings to the rest of the class.
5. Tour the area in which your school's occupational information materials are displayed with several of your classmates. You will be shown the different kinds of materials available and how to gain access to them.

INDIVIDUAL ACTIVITIES

In Unit 9, you are going to be collecting information on three of the occupational alternatives you identified in your last class session. You are also going to be evaluating each of these alternatives in terms of probable satisfaction and success. As you and your classmates are comparing your outlines of the different kinds of information you need to gather and the questions you should ask, be certain to make a complete set of notes.

SELF-EVALUATION CHECKLIST

	<u>Yes</u>	<u>No</u>
1. Do I know the major sources of information on occupations?	___	___
2. Do I know the advantages and disadvantages of using different sources of information?	___	___
3. Do I know WHERE and HOW to locate occupational information?	___	___
4. Do I know how to evaluate published occupational materials?	___	___
5. Am I prepared to begin a detailed study of three of my occupational alternatives?	___	___

STUDYING OCCUPATIONS

Directions: If you have ever collected a lot of information at one time, you should already know how critical it is to do the task systematically. Unless you do so, you are likely to overlook important facts. In your situation, this could result in your making an unwise occupational choice.

In this project, a number of procedures are described to help you in preparing to study occupations. Some of them are to be completed at home. Others are to be completed as group activities in class.

1. Take two sheets of looseleaf paper. At the top of one put the heading, "Information Required to Determine Likelihood of Satisfaction". At the top of the other put the heading, "Information Required to Determine Likelihood of Success".
2. Under each of these headings, outline in point form all of the different facts you have to collect. To do this, it would be useful to review your self-information. For example, what satisfactions do you expect to obtain in return for working? If a good income is important, you will certainly want to find out what workers in a particular occupation normally get as a salary or wages. You can also get some good ideas for this outline from reading Chapter Seven, "Studying Occupations", in A Career Planning Guide.

When you are writing down your outline, put each fact on the far left side of the page. You will be recording additional information on these sheets in the next unit.

Here is an illustration of what your outline may look like:

INFORMATION REQUIRED TO DETERMINE LIKELIHOOD OF SATISFACTION

1. *What the work is like*
 2. *Opportunities for advancement*
 3. *Effect on lifestyle*
 4. *Etc.*
3. As you are doing your two outlines, you will find some duplication occurring. For example, you may list something like "what the work is like" in both places as you will eventually want to assess whether you would like the work and whether you can do it.
 4. When you have completed both outlines, compare them with the ones developed by your classmates. If you have missed any important details, add them at this time.
 5. There are many sources of occupational information. But regardless of the ones you use, your task will be easier if you have prepared a list

of questions you want answered. For example, suppose you have listed "working conditions" on one of your outlines. What do you want to find out about them? Here are just a few ideas:

1. *Who would I be working for or who would work for me?*
2. *What is the temperature, noise level, danger, etc. associated with the work?*
3. *What precautions are taken to avoid injury on the job?*
4. *Where is the work done?*

You and your classmates will be spending time in class preparing questions to ask when you are studying occupations. Make certain that you record them.

EVALUATING OCCUPATIONAL INFORMATION

Directions: There are many sources of occupational information and they vary considerably in quality. Some contain adequate and/or accurate information and some don't.

In this project, you and your classmates are to evaluate two different kinds of published materials given to you by your instructor. Examine them carefully and answer the questions listed below about each one. Someone in your group should be appointed to report your findings to the rest of your classmates.

1. When was the material published? Would you say that it contains facts that are up-to-date?
2. Where was the material published? Would you say that it contains facts that are applicable to the occupation as it exists in your area?
3. For what purpose was the material published?
4. Does it list both advantages and disadvantages of the work involved?
5. Does it provide evidence to support statements about such things as "employment trends"?
6. Does it provide you with sufficient information to determine your likelihood of satisfaction and success in the occupation described?
7. Is the material easy to read? Is it interesting?
8. Would you recommend the publication to one of your classmates who was interested in that particular occupation?

OBJECTIVES

1. To locate and record complete information on three of the occupational alternatives you selected in Unit 7.
2. To evaluate each alternative to determine (1) whether it is likely to give you the satisfactions you expect to obtain from working; and (2) whether you have a good chance of successfully entering and progressing within the occupation.
3. With the help of your instructor or counsellor, to assess the progress you have made toward choosing an occupation.
4. With the help of your instructor or counsellor, to identify the tasks you must still do before you can choose an occupation.
5. If you have chosen an occupation, to identify what you must do in order to implement your decision with the help of your instructor or counsellor.

PREPARATION

1. Read Chapter Nine, "Reviewing Your Plans and Progress", in A Career Planning Guide.
2. Get ready to begin collecting information on your three occupational alternatives. What you might do is prepare a form to use in recording the facts when you locate them. Remember that it is important to gather the same information on each occupation. If you don't, it will be difficult for you to evaluate and compare them.

INDIVIDUAL ACTIVITIES

1. Locate and record information on three of the alternatives you selected in Unit 7. The information you obtain on each one should be sufficiently adequate and accurate to enable you to determine probable satisfaction and success. If you are having difficulty in obtaining facts, consult with your instructor or librarian. S/he may be able to direct you to appropriate sources of information.
2. Complete Individual Project 1 -- Evaluating Your Alternatives.
3. Attend an individual counselling session with either your instructor or counsellor. Your objective is to determine how far you have progressed toward choosing an occupation and what you still have to do.

GROUP ACTIVITIES

1. Take part in class discussions on gathering occupational information and evaluating your occupational alternatives.
2. Help your classmates locate appropriate information on the occupations they are studying.

SELF-EVALUATION CHECKLIST

	<u>Yes</u>	<u>No</u>
1. Did I collect adequate and accurate information on the three occupations I was studying?	_____	_____
2. Have I evaluated each alternative to determine whether it is likely to give me the satisfactions I expect to obtain from working and whether I am likely to be successful in entering and progressing within the occupation?	_____	_____
3. Have I assessed my progress with the assistance of my instructor or counsellor?	_____	_____
4. Do I know what tasks I still have to complete?	_____	_____

EVALUATING YOUR ALTERNATIVES

Directions: Now that you have complete information on each of your alternatives, you are ready to evaluate and compare them. This is the procedure that you are to follow:

1. Go back to the two outlines you developed for studying occupations in Unit 8. On these sheets of paper, draw three columns -- one for each occupation that you studied. Put the names of these occupations at the top of the columns. Here is what your paper will look like:

INFORMATION REQUIRED TO DETERMINE LIKELIHOOD OF SATISFACTION

1. *What work is like*
2. *Advancement opportunities*
3. *Effect on lifestyle*
4. *Etc.*

Plumber	Welder	Mechanic

2. On the first sheet, you are to determine how well each occupation is likely to satisfy you on all of the points you have listed in your outline. The easiest thing to do is to assign points to each occupation. For example, if it meets your expectations very well, give it a "3". If it meets them fairly well, give it a "2" and so on. When you have finished, add up the scores for each occupation. Does one come out higher than the others?
3. On the second sheet, you are to determine how well you are likely to succeed in everything that is expected of you. Again, assign ratings to each occupation and then add up your scores. Are you likely to be more successful in entering and progressing within one occupation than within the others?
4. Suppose that one occupation rates high on "satisfaction" and another one rates high on "success". What will you do? In this case, you will have to think about whether you are willing to take some risks in order to get what you want or whether you would prefer to play it safe. Or suppose that they all come out the same? What will you do then? If you want to make a choice from these three alternatives, your instructor will show you another way of evaluating and comparing them.

OBJECTIVES

1. To explore the advantages and disadvantages of the following five ways of preparing for entry into occupations: (1) attending university; (2) attending a community college or technical institute; (3) attending a vocational or private trades school; (4) enrolling in an apprenticeship program; and (5) taking on-the-job training.
2. To find out where you can get information on education and training opportunities.

PREPARATION

Read Chapter Ten, "Ways of Entering Occupations", in A Career Planning Guide.

GROUP ACTIVITIES

1. Take part in class discussion on major ways of entering occupations.
2. Ask questions of panel members who will be discussing the ways in which they entered their chosen occupations. One of the things you will want to examine closely is the way in which different educational and/or training programs affect occupational options.
3. Take part in class discussion on major sources of information on educational and training opportunities. If you already have some occupational possibilities in mind, your instructor can show you how to link them up to educational and/or training programs.

INDIVIDUAL ACTIVITIES

1. Make notes on the presentations made by the panel members. They may provide you with some facts that will be very useful later.
2. Record some of the sources of information on education and training opportunities that will be useful for you.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Do I know the advantages and disadvantages of the major ways of entering occupations?	___	___
2. Do I know where I can get information on education and training opportunities?	___	___

SECTION 2 --- JOB SEARCH

OBJECTIVES

1. To prepare a complete inventory of your life's activities.
2. To examine the paid jobs you have held in terms of duties performed, skills used, success in performance and satisfactions received.
3. To examine unpaid jobs you have done in terms of tasks performed, skills used, success in performance and satisfactions received.
4. To examine your leisure activities in terms of tasks performed, skills used, success in performance, and satisfactions received.
5. To examine your educational background in terms of courses completed, skills used, and personal preferences.
6. To identify a number of jobs you might be able to do both to benefit an employer and to satisfy yourself.
7. To prepare a qualifications sheet.

PREPARATION

Read Chapter One, "Studying Yourself", in A Job Search Guide.

INDIVIDUAL ACTIVITIES

1. In this unit, you will be making a complete study of yourself in order to determine what you are best qualified to do. There are six individual projects on self-analysis, and directions for doing each one are given on the following pages.
2. When you have finished your self-analysis, you will need to organize the information you have compiled on yourself into a usable form. In Individual Project 7, a qualifications sheet is presented for this purpose.

GROUP ACTIVITIES

1. Take part in class discussion on the purposes of self-analysis, and how to do one.
2. As you finish each project on self-analysis, go over your work with your instructor and some of your classmates. It is very easy to miss out on important facts about yourself.

3. When everyone has completed the entire self-analysis, you might want to take turns presenting the information you put down in Individual Project 6, and helping one another suggest appropriate jobs to look for.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Have I identified tasks I have performed in the past that I would like to do in future jobs?	_____	_____
2. Have I identified tasks I have performed in the past that I would not like to do in future jobs?	_____	_____
3. Have I identified skills I have used in the past that I would like to use in future jobs?	_____	_____
4. Have I identified skills I have used in the past that I would not like to use in future jobs?	_____	_____
5. Do I recognize the skills in which I lack competence?	_____	_____
6. Have I identified things, such as salary and hours of work, that I liked in my past jobs?	_____	_____
7. Have I identified things that I did not like in my past jobs?	_____	_____
8. Have I isolated a number of jobs that I might be able to do successfully?	_____	_____
9. Is my qualifications sheet complete?	_____	_____

BEGINNING YOUR SELF-ANALYSIS

Directions: The whole purpose of self-analysis is to help you decide what jobs you are best qualified to do. This will take time. It will also involve a lot of writing. But the end result will be worthwhile.

The information you put together will be useful when you are choosing the jobs for which you will make application. You will use it when you are preparing your resume and writing letters of application. You will use it when you are filling in employment application forms, as well as when you are being interviewed. Finally, you certainly will find it valuable when you are deciding which job offer to accept.

Your first task is to prepare a list of all the major activities you have undertaken. You will find it easier if you use these headings to describe what you have done:

1. Work Experiences (include odd jobs, part-time jobs, regular work for pay, on-the-job training)
2. Club and Volunteer Activities
3. Hobbies, Sports, and Recreational Activities
4. Home Activities (include duties, entertainment, etc.)
5. School Activities (include extra-curricular activities)
6. Attending School (list courses taken)

Your complete list will probably be a couple of pages long. Before you continue with the next project, have one of your classmates or the instructor look at it. They may discover important things that you have not put down. When you are satisfied that it is complete, put it in your Student Workbook. You will be referring to it over and over again as you complete the remaining projects.

EXAMINING PAID JOBS

Directions: Any employer will want complete details of your work history. Now is the time to record them. Go back to the list you made in Project 1 and pick out all the paid jobs you have done. These could be full-time, part-time, or odd jobs. You will also want to describe any on-the-job training you have received. For each paid job, do the following:

1. Record basic information about the job:
 - a. the title of the position you held, e.g., labourer, salesclerk;
 - b. your employer's name and address;
 - c. the dates when you started and completed work;
 - d. your reason for leaving the job.
2. Describe what you had to do in this job:
 - a. briefly list the duties or tasks you had to perform;
 - b. from this list, pick out the ones you think you did well;
 - c. also pick out the duties that other people commended you for doing well.
3. Now, examine the skills you used or acquired in this job:
 - a. make a brief list of them;
 - b. from this list, pick out the ones you think are highly developed;
 - c. also pick out the skills that you feel would require further training or development before they would be useful to you in another job.
4. Finally, make note of the things you liked and disliked about this job. These may include certain tasks you had to perform, but don't forget things like the hours of work, pay, your relationship with your supervisor and co-workers, and anything else that can add or take away from your satisfaction with a job.

Use separate sheets of paper for each job you describe. When you have completed the task, have one of your classmates or the instructor look at your work. They may discover important things that you have not put down. When you are satisfied that this portion of your self-analysis is complete, put it in your Student Workbook. You will be using the information many times as you complete other projects.

INDIVIDUAL PROJECT 3

EXAMINING UNPAID JOBS

Directions: The unpaid jobs you have done could include club and volunteer activities, home activities, and school activities, such as working on the newspaper or planning a class field trip. In these activities, you often perform tasks similar to ones you would have to do in a regular job. Many of the skills you have used would also be valuable.

Go back to the list you made in Project 1 and pick out all the unpaid jobs you have done. For each one, do the following:

1. Describe what you had to do in this job:
 - a. briefly list the duties or tasks you had to perform;
 - b. from this list, pick out the ones you think you did well;
 - c. also pick out the duties that other people commended you for doing well.
2. Next, examine the skills you used in this job:
 - a. make a brief list of them;
 - b. from this list, pick out the ones you think are highly developed;
 - c. also pick out the skills that you feel would require further training or development before they would be useful to you in a regular job.

3. Finally, make note of the things you liked and disliked about this job.

Use separate sheets of paper for each unpaid job you describe. When you have completed the task, have one of your classmates or the instructor look at your work. They may discover important things that you have not put down. When you are satisfied that this portion of your self-analysis is complete, put it in your Student Workbook. You will be using the information many times as you complete other projects.

INDIVIDUAL PROJECT 4

EXAMINING LEISURE ACTIVITIES

Directions: You probably know several enterprising persons who have managed to turn their hobbies into paid employment. You might not be able to do this, but you should examine the way in which you spend your leisure time anyway. This is when you usually do the things you most enjoy, and often these activities can directly relate to jobs for which you might apply.

Go back to the list you made in Project 1 and pick out all of your leisure activities. For each one, do the following:

1. Describe what you do:
 - a. briefly list the tasks you have to perform;
 - b. from this list, pick out the ones you think you do well;
 - c. also pick out the tasks that other people have commended you for doing well.
2. Next, examine the skills that you use:
 - a. make a brief list of them;
 - b. from this list, pick out the ones you think are highly developed;
 - c. also pick out the skills that you feel would require further training or development before they would be useful to you in a regular job.

3. Finally, make note of the things you like and dislike about this activity.

Use separate sheets of paper for each leisure activity you describe. When you have completed the task, have one of your classmates or the instructor look at your work. They may discover important things that you have not put down. When you are satisfied that this portion of your self-analysis is complete, put it in your Student Workbook. You will be using the information many times as you complete other projects.

INDIVIDUAL PROJECT 5

EXAMINING EDUCATIONAL ACTIVITIES

Directions: In school, you develop work habits, skills and knowledge that will be useful in most regular jobs. As well, when you are applying for a job, employers want complete details on your educational background. Now is the time to record the facts.

Go back to the list you made in Project 1 and pick out all your educational activities.

For each full-time activity, such as attending school, college or vocational school, do the following:

1. Record basic information:
 - a. the course you took;
 - b. the name and address of the school you attended;
 - c. the dates when you started and completed the course;
 - d. any certificates or diplomas you received.

2. Now look at the subjects you took:
 - a. list them;
 - b. from this list, pick out the ones in which you did best;
 - c. pick out the ones in which you did least well;
 - d. pick out the ones that most interested you;
 - e. pick out the ones that least interested you.
3. Next, examine the skills you acquired:
 - a. list them;
 - b. from this list, pick out the ones you think are highly developed;
 - c. also pick out the skills that you feel would require further training or development before they would be useful to you in a regular job.

For each of your part-time study activities, do the following:

1. Record basic information:
 - a. the course you took;
 - b. the name of the school, organization or agency sponsoring the course;
 - c. when the course was held;
 - d. any certificates or diplomas you received.
2. Now, describe how you felt about the course:
 - a. did you do well?
 - b. did it interest you?
3. Finally, examine the skills you acquired:
 - a. list them;
 - b. from this list, pick out the ones you think are highly developed;
 - c. also pick out the ones that would require further training or development.

Use separate sheets of paper for each educational activity you describe. When you have completed the task, have one of your classmates or the instructor look at your work. They may discover important things that you have not put down. When you are satisfied with this portion of your self-analysis, put it in your Student Workbook. You will be using this information many times as you complete other projects.

COMPLETING YOUR SELF-ANALYSIS

Directions: If you are like most people, you now have pages and pages of information on yourself which you now need to put into some order. To complete your self-analysis, do the following:

1. Take a sheet of paper and put these two columns on it:
 - a. TASKS WHICH I WOULD LIKE TO DO IN MY FUTURE JOBS;
 - b. TASKS WHICH I WOULD NOT LIKE TO DO IN MY FUTURE JOBS.
2. Go back over Projects 2 to 5 and every time you come across something that fits in the first column, put it down there. If something more properly fits in the second column, put it there.
3. Take a second sheet of paper and put these two columns on it:
 - a. SKILLS WHICH I WOULD LIKE TO USE IN MY FUTURE JOBS;
 - b. SKILLS WHICH I WOULD NOT LIKE TO USE IN MY FUTURE JOBS.
4. Go back over Projects 2 to 5 and every time you come across something that belongs in the first column, put it down there. If something more properly fits in the second column, put it there. Also put checkmarks beside any skills that require further development.
5. Take a third sheet of paper and put these two columns on it:
 - a. THINGS WHICH I WOULD WANT TO HAVE IN MY FUTURE JOBS;
 - b. THINGS WHICH I WOULD NOT WANT TO HAVE IN MY FUTURE JOBS.
6. Go back over Projects 2 to 5 and every time you come across something that fits in the first column, put it down there. If something more properly fits in the second column, put it there.
7. Show these completed sheets to your instructor and classmates. Have them help you decide the kinds of jobs you are best qualified to do. Your completed analysis may also suggest jobs that you should avoid.

QUALIFICATIONS SHEET

PERSONAL DATA

1. Name: _____
2. Present Address: _____

3. Telephone Number (including Area Code): _____
4. Permanent Address: _____

5. Social Insurance Number: _____
6. Driver's Licence Number: _____
7. Age: _____ Date of Birth: _____
8. Place of Birth: _____
9. Height: _____ Weight: _____ Health: _____
10. Physical Impairments or Chronic Ailments: _____

11. Marital Status: _____ Name of Spouse: _____
12. Number of Children: _____
13. Number of Other Dependents: _____
14. Languages Written: _____ Spoken: _____
15. Preferred Location for Work: _____
16. Type of Employment Sought: _____
17. Military Service. Rank: _____
Dates of Entry and Discharge: _____
Type of Discharge: _____

EDUCATION

1. Public School. Name of School: _____
Dates of Attendance: _____ Grade Achieved: _____
2. High School. Name of School: _____
Dates of Attendance: _____ Grade Achieved: _____
3. College or University. Name of School: _____
Dates of Attendance: _____
Diploma, Degree or Certificate Received: _____
4. Other Education and/or Training. Name of School: _____
Dates of Attendance: _____
Courses of Study: _____
Diploma, Degree or Certificate Received: _____
5. Part-time Study. Name of Course: _____
Name of Sponsoring Institution: _____
Dates of Attendance: _____
Certificate or Diploma Received: _____
6. Other Full-time or Part-time Educational Experiences:

7. Scholarships, Honours, or Awards Received: _____

WORK EXPERIENCE (Starting with most recent position)

1. Position Held: _____
Name of Company: _____
Company Address: _____
Dates of Employment: _____
Duties Performed: _____

Reason for Leaving: _____
Name of Immediate Supervisor: _____
2. Position Held: _____
Name of Company: _____
Company Address: _____
Dates of Employment: _____
Duties Performed: _____

Reason for Leaving: _____
Name of Immediate Supervisor: _____
3. Position Held: _____
Name of Company: _____
Company Address: _____
Dates of Employment: _____

Duties Performed: _____

Reason for Leaving: _____

Name of Immediate Supervisor: _____

4. Position Held: _____

Name of Company: _____

Company Address: _____

Dates of Employment: _____

Duties Performed: _____

Reason for Leaving: _____

Name of Immediate Supervisor: _____

5. Position Held: _____

Name of Company: _____

Company Address: _____

Dates of Employment: _____

Duties Performed: _____

Reason for Leaving: _____

Name of Immediate Supervisor: _____

REFERENCES

1. Name: _____
Position: _____
Company Name: _____
Company Address: _____
2. Name: _____
Position: _____
Company Name: _____
Company Address: _____
3. Name: _____
Position: _____
Company Name: _____
Company Address: _____

ADDITIONAL INFORMATION

OBJECTIVES

1. To identify the major causes of job openings in a community.
2. To examine the statistics on employment trends in your community.
3. To explore the possibility of creating your own job.

PREPARATION

1. Read the introduction to Chapter Two, "Locating Job Vacancies", in A Job Search Guide.
2. Prepare a list of questions you might ask the guest speaker about employment trends in your community.

GROUP ACTIVITIES

1. Take part in class discussions about employment trends and causes of job openings.
2. Take part in the question and answer period following the presentation by the guest speaker.
3. Complete Group Project 1 -- How to Create Your Own Job -- with several of your classmates. Appoint someone in your group to assemble the information you obtain and report it to the rest of your class.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Can I identify the major causes of job openings?	___	___
2. Do I know which occupations in my community employ the largest number of people?	___	___
3. Do I know which occupations in my community are likely to employ the largest number of people in the future?	___	___
4. Have I explored the possibility of creating my own job?	___	___

HOW TO CREATE YOUR OWN JOB

Directions: Sometimes people find it difficult to obtain suitable part-time or full-time jobs. Under these circumstances, they may create jobs of their own.

There are advantages and disadvantages of going into business on your own, and these should be carefully considered before you make the decision to choose self-employment over working for someone else.

1. Find persons in your community who have created their own jobs. Ask them to tell you how they got started. Also have them tell you about the rewards and satisfactions they have gained, and the risks and problems they have encountered.
2. Clip articles from newspapers and magazines about people who have created their own jobs.
3. Examine your self-analysis carefully. Can you think of things you might do in the way of creating jobs for yourself?
4. Assemble all of your information together and report your findings to the rest of your class.

OBJECTIVES

1. To identify five major ways of locating a job vacancy.
2. To locate employment opportunities in the classified advertisements section of local and national daily newspapers and trade journals, and in employment bulletins.
3. To interpret common abbreviations used in classified advertisements.
4. To distinguish between "open" and "blind" advertisements.
5. To identify appropriate ways of responding to specific job advertisements.
6. To identify the main qualifications required for specific jobs advertised.
7. To identify possible job opportunities by interpretation of news reports of new projects, new government programs, industrial expansions and other events which tend to create job opportunities.

PREPARATION

Read section on answering advertisements in Chapter Two, "Locating Job Vacancies", A Job Search Guide.

INDIVIDUAL ACTIVITIES

Complete Individual Projects 1 to 4 in your student workbook.

GROUP ACTIVITIES

1. Take part in class discussions on the following two topics:
 - a. Major ways of locating job vacancies;
 - b. Sources of classified advertisements and how to respond to them.
2. Compare the answers you gave in Individual Projects 1 to 4 with your classmates.
3. Prepare a "Jobs Ahead" bulletin board on your community. On it, post pictures, news reports, etc. gathered from newspapers and magazines, photographs which you may take of new plants under construction in your area, and any other materials indicating local developments which may result in job openings. For each item, suggest jobs for which workers probably will be needed.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Can I name the five major ways of locating a job vacancy?	___	___
2. Can I find advertisements for job openings in newspapers and trade journals?	___	___
3. Do I know of places to look for employment bulletins?	___	___
4. Can I interpret the abbreviations commonly used in classified advertisements?	___	___
5. Do I know the difference between "blind" and "open" advertisements?	___	___
6. Am I able to identify the most appropriate ways of responding to specific job advertisements?	___	___
7. Am I able to identify the main qualifications required for specific jobs advertised?	___	___
8. Am I able to find possible job openings by reading and interpreting news and magazine reports?	___	___

Directions: Write out the following advertisements without the abbreviations.

1. Eqpt. mech. for ind. corp. Ask for supt. at factory hqters, 1055 West Hastings. \$600. mo.

2. Bkpr. trne., no exp. req'd. Must have apt. for figures. High hrly. rate, good ftr. Call for appt. or come to Rm. 300, Marquis Bldg.

3. Pres. of Reading Ltd. needs admin. asst. Some exp. pref., but co. will train. Gd. oppty. for right person. \$250 wk. Call 763-3135, Ext. 24.

4. Jr. shipping clk. for nat'l. drug co. to work eves. Must oppr. telex, take tel. orders, etc. Gd. hrly. rate. Ask for personnel dir., 224-3135.

5. Exec. secy. for VP of growing mfg. bus. Sh. 100 wpm, some dict. exp. HS OK, some coll. pref. \$250 wk. Send resume to supt. of personnel, Box 10, Sun.

Directions: Following is an excerpt from the classified advertisements section of a newspaper.

1. Circle all of the "blind" advertisements.
2. Assuming that you had the necessary qualifications, place an "x" beside any of the "blind" advertisements to which you would reply by sending a complete written application. In each case, state the reason(s) for your decision.

New exciting product requires
salespersons. \$200 a week to
start. Reply to Box 6, Post

(1)

CHILDREN GROWN UP?

Want to do more than just houseclean?
If you have had any office experience
and would be interested in part-time
work, write Box 45, Post

(2)

SALES REPRESENTATIVE

Exp. pref. but will train for province
of N.B. Calling on veterinarians
with full line of products. Good
salary, use of co. car. Reply to
Box 10, Post

(3)

HARD WORKERS NEEDED. If you have 30
hours a week until fall and need at
least \$1,500 a month, write Box 10,
Post

(4)

CURIOUS?

START A NEW CAREER IF YOU...

Are Ambitious
Have a Car
Like People

(5)

We offer interesting, challenging
lifetime career in our fraternal
membership group. Top salary, plus
commissions. Reply Box 54, Post

STENO-TYPIST for Doe Realtors.
 Typing accuracy most imp. Address
 all replies in writing, giving
 full particulars inc. salary to
 Box 36, Post

(6)

INDIVIDUAL PROJECT 3

Directions: Following is an excerpt from the classified advertisements section of a newspaper. Beside each advertisement, state how you would go about applying for the specific job.

CONTRACT DEPT. PERSON

Established food equipment sales
 firm requires qualified DRAFTSMAN
 with ingenuity & sales ability to
 develop as head of Contract Dept.
 Excellent position. Apply in own
 handwriting giving full particulars
 and experience to:

(1)

ABC FOOD EQUIPMENT
 21 Broad St.

Full Time Positions

Open on 11 p.m. to 7.a.m. shifts

BAKER'S HELPER
 COUNTERCLERK WAITRESS

(2)

Apply in person or in writing to:
 Danny Donut, 1837 Broad Street

UNITED FEEDS

Requires an assistant Feed Mill
 Operator. On the job training.
 Contact Merv at 425-3124 for an
 application form & interview or
 write to Box 37, Kingston

(3)

Large Cornwall firm has immediate opening for Jr. Clerk with basic acct. training. Apply stating age, experience, marital status to Personnel Manager, Box 10, Star

(4)

FURNITURE DRIVERS

Required immed. for long distance haul. Phone:

Hill Van Lines
334-2142

(5)

INDIVIDUAL PROJECT 4

Directions: Following is an excerpt from the classified advertisements section of a newspaper. For each of the jobs advertised, list the main qualifications required.

SALESPERSON required for aggressive co. Good opportunity for self-starter. Job involves the paper box & packaging field & exp. would be an asset. Reliable car is a must. Send resume to Box 2260, Star

(1)

COURIERS WANTED

WITH small reliable late model cars for Metro wide deliveries. Applicants must be bondable & well-groomed. Apply at The Queensway

(2)

LATHE operator, engine, able to do own set-up & work without supervision. Job shop & welding ability an asset. Nye Welding Ltd., Galt, 277-0671

(3)

MECHANICS

To work & install hydraulic systems for tank trucks. Steady employment. Must be experienced & have own tools. Phone 276-5432.

(4)

TYPIST. Accurate typing skills required for position in auto dept. of expanding co. Also must be able to meet customers. Call Lyn at 277-9078.

(5)

MATURE INDIVIDUAL with driving exp. for perm. position as driver & warehouse helper for furniture co. Must have clean licence. Send particulars to Box 2, Star

(6)

OBJECTIVES

1. To list the names, locations and telephone numbers of public and private employment agencies in your community.
2. To describe the services provided to the job-seeker by at least one employment agency in your community.
3. To determine which employment agency to use for specific job search problems.

PREPARATION

1. Read section on going to public or private employment agencies in Chapter Two, "Locating Job Vacancies", A Job Search Guide.
2. Prepare a list of questions you might ask the Canada Manpower counsellor regarding the employment services and training programs that are available to you as a client.

GROUP ACTIVITIES

1. Take part in class discussions about the services of employment agencies, and how to use them effectively in a job search campaign.
2. Take part in the question and answer period following the presentation by the Canada Manpower Counsellor.
3. Make a list of the names, addresses and telephone numbers of private employment agencies in your community.
4. Prepare a standard list of questions to ask about the services of these agencies.
5. Choose a partner for the task of contacting one private employment agency by telephone to find out about their services. One of you should make the call to obtain this information; the other should report it to the rest of the class.

INDIVIDUAL ACTIVITIES

1. Make notes on parts of the Canada Manpower counsellor's presentation that are important to you as a job-seeker.
2. Complete a list of private employment agencies whom you personally might wish to contact in a job search.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Do I have a complete list of the employment agencies in my community whom I might contact during a job search?	_____	_____
2. Do I know what services are provided to the job-seeker by each of the employment agencies in my community?	_____	_____
3. Do I know which employment agencies in my community can best assist me with my own job search problems?	_____	_____

OBJECTIVES

1. To determine the services of the School Placement Office that would be most useful to you as a job-seeker.
2. To find out how your School Placement Office operates.
3. To find out where educational and occupational information is located and how you may gain access to it.

PREPARATION

Read section on going to school placement offices in Chapter Two, "Locating Job Vacancies", A Job Search Guide.

INDIVIDUAL ACTIVITIES

Complete Individual Project 1, "School Placement Office Awareness Survey". The purpose of this survey is to learn what ideas you and your classmates have about the placement office.

GROUP ACTIVITIES

1. Help tabulate the results of the survey, and take part in class discussions on each item.
2. Visit the School Placement Office with other members of your group. The purpose of this visit is for you to find out: (1) how to make appointments to see the personnel located there; (2) where the educational and occupational information is kept; and (3) how to gain access to this information.
3. Take part in summary class discussions on what was learned as a result of the visit to the School Placement Office.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Do I know how to make an appointment to see someone in the Placement Office?	___	___
2. Do I know where educational and occupational information is located and how to gain access to it?	___	___
3. Do I know which services of the Placement Office would be most useful to me as a job-seeker?	___	___

SCHOOL PLACEMENT OFFICE AWARENESS SURVEY

Directions: Please answer the following questions about your School Placement Office. Try to give the answer which most nearly describes your true opinion.

If your answer is "yes", put a circle around the "yes".
If your answer is "no", put a circle around the "no".
If you don't know which answer is best, put a circle around the "?"

- | | | | | |
|-----|----|---|-----|--|
| Yes | No | ? | 1. | Do you know where the school placement office is located? |
| Yes | No | ? | 2. | Do you know how to make arrangements to see the personnel in the placement office? |
| Yes | No | ? | 3. | Does the placement office have books or pamphlets which tell about most of the occupations in Canada? |
| Yes | No | ? | 4. | Do you know how the placement office locates opportunities for employment? |
| Yes | No | ? | 5. | If you wish, will the personnel in the placement office tell you about the information that is in your school records? |
| Yes | No | ? | 6. | Can they tell you the results of any standardized tests that you have taken? |
| Yes | No | ? | 7. | Does the placement office have information on how to get training for a job in which you might be interested? |
| Yes | No | ? | 8. | Can the personnel in placement find people outside the school who can help you with personal employment problems? |
| Yes | No | ? | 9. | Does the placement office have brochures which describe employment opportunities with different companies? |
| Yes | No | ? | 10. | Can the personnel in the placement office provide help in preparing resumes and filling out application forms? |

- Yes No ? 11. Can the personnel in the placement office help you in preparing for job interviews?
- Yes No ? 12. Does the placement office make arrangements for job interviews with different employers?

OBJECTIVES

1. To make a list containing the names and locations of at least ten persons who might be able to help you in your job search campaign.
2. To prepare job prospect cards on at least five employers whom you might contact regarding job vacancies.
3. Using the information from your self-analysis, to describe orally to one of your classmates the kind of job you are trying to find.

PREPARATION

Review Chapter Two, "Locating Job Vacancies", in A Job Search Guide.

INDIVIDUAL ACTIVITIES

1. Using the Individual Project 1 form, make a list of at least 10 persons to whom it might be useful for you to tell that you are looking for a job. Some of the persons whom you might consider are listed in Chapter Two, "Locating Job Vacancies".
2. Using the resources in your school or public library, locate the names and addresses of at least 5 employers whom you might contact regarding job vacancies. For each employer, prepare a Job Prospect Card like the one shown in Chapter Two. Index cards for this task may be obtained from your instructor.
3. Review the results of your self-analysis and prepare to describe orally to one of your classmates the kind of job you would like to find. Your description should include the following:
 - a. the job(s) for which you feel you would be most suited; and
 - b. the major qualifications you would have for the job(s).

GROUP ACTIVITIES

1. Take part in class discussions on using personal contacts and canvassing employers as job search methods.
2. Choose a partner and practice describing the kind of job you would like to find. The experience you gain from this task will be useful in making personal contacts and canvassing employers in a job search. It is also good preparation for your job interview.

SELF-EVALUATION CHECKLIST

- | | Yes | No |
|--|-------|-------|
| 1. Have I made a list containing the names and locations of at least 10 persons who might be able to help me in finding a job? | _____ | _____ |
| 2. Have I prepared Job Prospect Cards on at least 5 employers whom I might contact? | _____ | _____ |
| 3. Am I able to describe orally the kind of job I am trying to find? | _____ | _____ |

LIST OF PEOPLE TO SEE

Business persons (at the grocery, drugstore, stationery store, department store, newspaper, bank, etc.)

NAMES	WHERE TO REACH	JOB	MEETS PUBLIC	HAS JOB I LIKE

Professional persons (minister, priest or rabbi, doctor, lawyer, teacher, counsellor)

NAMES	WHERE TO REACH	JOB	MEETS PUBLIC	HAS JOB I LIKE

Family, friends and neighbors

NAMES	WHERE TO REACH	JOB	MEETS PUBLIC	HAS JOB I LIKE

OBJECTIVES

1. To explore the expectations an employer might have with respect to your personal appearance, behaviour, and job performance.
2. To determine your ability to meet employer expectations.
3. To identify expectations you would have of an employer with respect to working conditions, returns, advancement prospects, stability, personal relationships, and supervision.

PREPARATION

1. Read Chapter Three, "Examining Job Prospects", in A Job Search Guide.
2. Review your self-analysis, paying close attention to the things you liked and disliked in previous jobs you have done.

INDIVIDUAL ACTIVITIES

Complete Individual Projects 1 to 3 in your workbook. In Projects 1 and 2, you might find it useful to discuss the ratings you gave yourself on Personal Job Traits and Past Performances with your instructor. S/he should be able to help you make realistic plans to change behaviours that might prevent you from getting and holding a job.

GROUP ACTIVITIES

1. Take part in class discussions on employer-employee expectations.
2. In Group Project 1, case studies involving employer-employee expectations are given. Work with four or five of your classmates to answer the questions asked about each of these cases. When you have completed the project, discuss your answers with the rest of the class.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Can I identify the expectations an employer might have of me with respect to my personal appearance, behaviour and job performance?	___	___
2. Have I determined how well I can meet employer expectations?	___	___

Yes No

3. Do I know what I am going to do to change undesirable behaviours that might prevent me from getting and keeping a job?

4. Do I know what I want from the work that I do?

CHECK LIST OF PERSONAL JOB TRAITS

	Always	Some- times	Never
1. Is your personal appearance neat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are you conscious of appropriate dress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you neat and orderly in your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you get to work on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you feel responsible for jobs assigned to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you seek to perform jobs assigned to you to the best of your ability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you follow directions willingly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can you work without constant supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are you friendly to other members of the staff and employer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you complete jobs which you start?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are you willing to learn new skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can you continue to work without becoming bored or discontented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Can you stand pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are you usually calm and relaxed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you respect fellow workers and their jobs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Can you cooperate with fellow workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. If you don't understand instructions, are you willing to ask for more details?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you respect your supervisor and the job he has to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Can you accept criticism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Can you accept praise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation: How many checks did you put in each box?

Always ☐ Sometimes ☐ Never ☐

- * If you have 0 in "Never", you will probably meet employer expectations in most jobs.
- * If you have up to 4 in "Never" and several in "Sometimes", you need to look at those weak points. They could cause you trouble in getting and keeping a job.
- * If you have 5 or more in "Never" and several in "Sometimes", you may not get a job, or if you do get a job, you will probably not be able to keep it.

INDIVIDUAL PROJECT 2

PAST PERFORMANCE CHECK LIST

In your last three jobs (or in the last three years):

	Yes	No
1. Have you ever quit a job without giving the employer notice?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you missed work for reasons other than sickness which put the employer in an uncomfortable position?	<input type="checkbox"/>	<input type="checkbox"/>
3. Has anger ever made a marked change in your working ability?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you ever been ineffective on the job because of a drinking habit?	<input type="checkbox"/>	<input type="checkbox"/>

Yes No

5. Have you ever been scolded or dismissed because of failure to do your job well?
6. Have you ever had an accident on the job because of your carelessness?

Evaluation: If you answered YES to any of these, you may have trouble getting and keeping a job.

INDIVIDUAL PROJECT 3

WHAT DO YOU WANT IN A JOB?

Directions: Surveys have been conducted from time to time to find out what people really want from the work that they do. The following items appeared in a recent survey. Employees were asked to rank them from 1 to 10 in order of importance. How would you rank the items?

When you decide which one is the most important to you, mark a "1" in the column on the right. Then, decide on the second most important thing for you to have in a job. Mark it with a "2". Continue until you have ranked all the items from 1 to 10. When you have finished, compare your answers to the results of the survey which are printed below.

EXPECTATIONS FROM WORK

IMPORTANCE TO ME

- a. Good wages
- b. Job security
- c. Promotion
- d. Good working conditions
- e. Work that keeps you interested
- f. Personal loyalty to workers
- g. Tactful discipline
- h. Full appreciation of work done
- i. Sympathetic help on personal problems
- j. Feeling "in" on things

[illegible]

There are no right or wrong answers to this short survey. For your information, here is the way that the majority of workers who were originally surveyed ranked the items:

- | | | | |
|----|----|-----|----|
| 1. | h. | 6. | e. |
| 2. | j. | 7. | c. |
| 3. | i. | 8. | f. |
| 4. | b. | 9. | d. |
| 5. | a. | 10. | g. |

Are there other things that you want from the work that you do? If so, list them here:

CASE STUDIES INVOLVING EMPLOYER-EMPLOYEE EXPECTATIONS

Directions: All of the situations presented here involve certain employer-employee expectations. Read each one carefully. Then, answer the questions which follow. When you have finished, discuss your answers with the rest of the class.

SITUATION 1

Harry and Judy began working in the meat department of a supermarket at the same time. They both do an excellent job of weighing, wrapping, and arranging meat for display in the coolers.

Much of their work is done in the back room. When customers need help, they ring a buzzer from the outside counter. Harry usually ignores the buzzer, waiting for Judy to answer it. Sometimes, he even asks her to go out to the counter because he is "too busy". Judy does not mind doing this. She enjoys meeting people, and has become popular with many of the regular customers.

Harry and Judy are given a one-hour lunch break and two fifteen-minute coffee breaks each day. Harry's lunch hour usually lasts about an hour and a quarter. His coffee breaks also go a little over time. Judy often comes back from lunch early, and never takes coffee breaks of longer than fifteen minutes.

When the assistant manager of the meat department was transferred to another store, Harry applied for the opening. However, the manager approached Judy and asked her to take the job even though she hadn't applied.

THE QUESTIONS

1. In this case, what were some of the expectations the employer had of his employees? How were they met by Harry and Judy?

2. Do you think Harry's and Judy's boss made the right decision? Why or why not?

3. If you were in Harry's position, what would you do to improve your chances of promotion?

SITUATION 2

Bonnie was hired as a part-time bookkeeper for a hotel. One of her duties was to count and record all the cash received. To test her honesty, the manager placed an extra dollar in the cash register. When she did up the cash that night, Bonnie pocketed the extra dollar instead of entering it in the "Cash Over" column of the daily ledger. She was fired the next day, after the hotel manager had confronted her with his evidence.

THE QUESTIONS

1. Was Bonnie a thief? Why or why not?

2. Was the manager being fair in testing her the way he did? Why or why not?

3. Was the manager justified in firing Bonnie? Why or why not?

SITUATION 3

George worked as a salesperson in the furniture department of a large store. Saturday is the busiest day in this department. When George began working, his supervisor told him that his regular day off would be Monday. Unless something exceptional came up, he and the other salespersons would always be expected to work on Saturday.

A cousin of George's was getting married on a Saturday. He meant to ask his supervisor for time off to attend the wedding, but he kept forgetting to make his request. Finally, the day before the wedding and just as the store was closing, George asked for permission to be away the following day.

"I'm sorry," his supervisor said, "but I've already told Lynda she could take tomorrow off. She asked me about two weeks ago. We just can't afford to be short two salespersons on a Saturday."

George became very angry. As he walked out, he said that he would not be back.

THE QUESTIONS

1. Was the supervisor unfair with George? Give reasons for your answer.

2. Was George justified in being angry? Should he have quit the job over this matter? Why or why not?

3. What behaviours will George have to change if he wants to get and keep future jobs?

SITUATION 4

Chris is offered a job he really wants in a field that has always interested him. There is a chance for advancement and he likes the people with whom he would be working. But, the salary is very small and is not likely to increase for some time. His uncle has also offered him a fairly important, though boring, job at a high salary. He does not like his uncle.

Chris has a wife and two children to support. If he takes the first job, there will be enough money for essentials, but not for any luxuries for quite awhile. The second job would support them very well.

THE QUESTIONS

1. In deciding which job to take, what factors related to job satisfaction is Chris having to consider?

2. Do you think that job satisfaction is less or more important than responsibility to your family? Give reasons for your answer.

OBJECTIVES

1. To determine the questions you would want answered when investigating a prospective employer and a job.
2. To identify the major sources of information about prospective employers and jobs.
3. To practice investigating a job prospect by interviewing a worker.

PREPARATION

Review Chapter Three, "Examining Job Prospects", in A Job Search Guide.

INDIVIDUAL ACTIVITIES

Complete Individual Projects 1 to 3 in your workbook. When you complete your interview in Project 3, be prepared to discuss the results with your instructor and classmates.

GROUP ACTIVITIES

1. Take part in class discussions on investigating a prospective employer and a job.
2. As you complete each Individual Project, discuss your work with the instructor and members of your class.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Have I prepared a good list of questions to use when investigating a prospective employer and a job?	_____	_____
2. Do I know the major sources of information for investigating an employer and a job?	_____	_____
3. Can I conduct a successful investigation of a job prospect?	_____	_____

PREPARING TO INVESTIGATE AN EMPLOYER AND A JOB

Directions: Before you can actually carry out your investigation of an employer and a job, you must decide what you want to find out. You must also determine how you can locate the information you require.

In this project, you should begin by making a list of the questions you might want to ask about the employer and the job. To help you in this task, some of the major things you should consider are given as headings. Under each one, write down the specific questions you want answered.

Then, using the list of sources of information given below, decide which ones you would use to find answers for each of the questions you have written down.

SOURCES OF INFORMATION FOR INVESTIGATING
AN EMPLOYER AND A JOBPEOPLE SOURCES

1. Present and past employees
2. Customers and other business associates of the employer
3. The employer
4. School counsellors
5. Manpower counsellors
6. Personnel in private employment agencies
7. Trade union officials
8. Personnel in the Better Business Bureau
9. Members of the Chamber of Commerce or Board of Trade
10. Direct observation by visiting the company's premises

MEDIA SOURCES

11. Yellow pages of telephone directory
12. Local newspapers, including back issues
13. Company reports
14. Government statistical reports
15. Trade journals and other business periodicals
16. Stock market reports
17. City directories and other business directories
18. The job advertisement

A. THE JOBSPECIFIC QUESTIONS I WANT ANSWERED ABOUT:SOURCES OF
INFORMATION

1. Qualifications for Entry

2. Duties and Responsibilities

SPECIFIC QUESTIONS I WANTED ANSWERED ABOUT:SOURCES OF
INFORMATION

3. Hours of Work

4. Supervision

5. Location of Work

6. Relationship with Co-workers

7. Advancement Possibilities

SPECIFIC QUESTIONS I WANT ANSWERED ABOUT:

SOURCES OF
INFORMATION

8. Other Aspects of the Job

B. THE EMPLOYER

1. The Business of the Company

2. Pay and Other Benefits

3. Working Conditions

SPECIFIC QUESTIONS I WANT ANSWERED ABOUT:SOURCES OF
INFORMATION

4. Treatment of Employees

5. Training of Employees

6. Promotions in the Company

7. Future Prospects of the Company

8. Reputation of Company in Community

SPECIFIC QUESTIONS I WANT ANSWERED ABOUT:

SOURCES OF
INFORMATION

9. Trade Unions

10. Hiring Practices

INDIVIDUAL PROJECT 2

CHOOSING KEY QUESTIONS

Directions: When you are investigating an employer and a job, you often do not have time to ask all the questions you would like. For example, company employees might be willing to spend fifteen minutes, but not an hour, answering your questions. Or you could have a deadline to meet in making application for a job. In this situation, you would have to place some priorities on the things you want to find out.

Carefully review the questions you have written down in Project 1, and mark with an "X" the TEN which seem most important to you personally.

Next, examine each of the questions you have isolated. Are they likely to provide you with accurate information, or would further questions be required to clarify the facts? If you feel that some of your questions could be asked in a more effective manner to ensure that you get good information, change them now.

INDIVIDUAL PROJECT 3

PRACTICING AN INVESTIGATION OF A JOB PROSPECT

Directions: List the ten questions you chose in Project 2 on the form presented on the following pages. Then interview a worker to obtain answers to them, making brief notes in the spaces provided.

If you have located an actual job prospect that you are interested in investigating further, try to make arrangements to interview someone from that company. Otherwise, ask a family member, friend, or neighbor to spend a few minutes discussing his job with you.

Before you begin this task, read the "Rules for Conducting Your Interview" on the next page.

RULES FOR CONDUCTING YOUR INTERVIEW

1. Explain the purpose of your interview. In your case, you should tell the person whom you are interviewing that this task is one of your assignments in the CREATING A CAREER program. You are learning how to investigate job prospects.
2. Be courteous at all times. Do not argue with the person whom you are interviewing.
3. Use good attending behaviours:
 - a. eye contact,
 - b. body following,
 - c. reflecting back words or meanings,
 - d. helping the other person to feel at ease by appearing to be at ease yourself.
4. Listen carefully to what the person you are interviewing has to say. Then, write down very brief notes. You can expand upon what you have written down as soon as the interview is over.
5. Thank the person whom you interview for helping you.

JOB PROSPECT INTERVIEW FORM

Job Title of Person Interviewed: _____

Name of Person's Employer: _____

Nature of Employer's Business: _____

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

Question 8:

Question 9:

Question 10:

Additional Information Obtained:

OBJECTIVES

1. To identify the educational and/or training requirements of a selected job.
2. To show how your educational qualifications match the requirements of a selected job.
3. To identify the experience requirements of a selected job.
4. To show how your experience qualifications match the requirements of a selected job.
5. To identify the personal qualities required of applicants for a selected job.
6. To show how your personal qualifications match the requirements of a selected job.
7. To identify the benefits associated with a selected job.
8. To determine whether the benefits associated with a selected job would meet the returns you expect from working.
9. To outline the steps you would take in making a decision.

PREPARATION

1. Read Chapter Four, "Making Job Selections", in A Job Search Guide.
2. Assemble information from your self-analysis and Qualifications Sheet for use in class.
3. Bring to class some advertisements for jobs which you would be interested in applying for.

GROUP ACTIVITIES

1. Take part in class discussion on how to match one's qualifications with the requirements of a job.
2. As you complete each individual project, discuss your work with your instructor and other members of your class.
3. Take part in class discussion on decision-making strategies.

INDIVIDUAL ACTIVITIES

Complete Individual Projects 1 to 4 in your student workbook. In each of these projects, you are to outline certain requirements for selected jobs and then show how your qualifications match the requirements.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Am I able to identify the educational, experience, and personal qualifications required for selected jobs?	_____	_____
2. Am I able to show how my qualifications meet the requirements of selected jobs?	_____	_____
3. Am I able to identify the benefits I can expect to receive from a selected job?	_____	_____
4. Am I able to determine whether the benefits associated with a selected job will meet the returns I expect from working?	_____	_____

DETERMINING EDUCATIONAL AND/OR TRAINING REQUIREMENTS

Directions: Assume that you have located a job opening as a result of your search. Before you actually make formal application for that job, you should examine both the job requirements and your own qualifications.

In this project, you will be looking at just the educational and/or training requirements of a job. This is what you should do:

1. List the educational and/or training requirements.
2. Then show how your education fits these requirements.

If you have located a job opening that interests you, use it in this project. If you have not, choose one of the jobs described below.

ACCOUNTING CLERK TRAINEE to be trained in accounts receivable and payable, payroll, inventory control. Must have aptitude for figures and 30 wpm typing. Phone 243-0561.

JUNIOR SHOE CLERK

Age 18-29. Successful applicant must be willing to make the shoe business his or her career. Must have neat appearance, grade 11 education, and a flare for shoe fashions. Apply Burton's Shoes.

WARD CLERK with cleaning experience for private hospital. Must be mature, read, write and speak English fluently. Apply 10-3 weekdays, 7430 Oak Street.

DISPATCH TRAINEE

Opportunity for ambitious individual to learn all phases of freight distribution. Must have Grade 11, able to work under pressure to meet deadlines and have good knowledge of local area. Phone 763-3135.

CORRECTIONS OFFICER. Capable but firm people with a sincere interest in helping others will win respect and find daily challenges in this career setting. Candidates with a minimum of Grade 10, age 19 or over and in good physical condition are invited to apply. Send resume to Box 456, The Post.

SALES TRAINEE for Wholesale Lumber & Plywoods. The successful applicant will receive extensive product knowledge, sales and systems training to provide them with background to be effective salesperson. Ideal candidate must be career oriented preferably with high school graduation and be seeking a personal growth opportunity.

JUNIOR STENOGRAPHER to compose well-written replies to customers, to learn other office procedures, accurate typing and dictaphone procedure necessary.

EDUCATIONAL REQUIREMENTS FOR JOB AS _____:

HOW MY EDUCATION FITS THE REQUIREMENTS:

INDIVIDUAL PROJECT 2

DETERMINING EXPERIENCE REQUIREMENTS

Directions: In this project, you will be looking at just the experience requirements of a job. This is what you should do:

1. List the experience requirements.
2. Then show how your experience fits these requirements.

If you have located a job opening that interests you, use it in this project. If you have not, choose one of the jobs described below.

Canada Manpower is looking for a person to fill a position as a PARK MAINTENANCE WORKER for the provincial government Parks Branch. The successful candidate will be required to mow lawns, clean up litter, maintain and clean restrooms and change rooms, remove garbage from campsites and picnic grounds, cut firewood, paint and varnish tables, buildings and fence posts, and assist in road and campsite repairs.

Canada Manpower is looking for a young person to fill a position as a PLAYGROUND SUPERVISOR. The successful candidate will assume responsibility for the safety, well-being and enjoyment of children using playground facilities, organize and supervise craft and games activities, arrange and supervise tours and nature hikes for children, prevent abuse or theft of playground facilities and equipment, and report and request repairs for damaged or hazardous equipment and facilities.

EXPERIENCE REQUIREMENTS FOR JOB AS _____ :

HOW MY EXPERIENCE FITS THE REQUIREMENTS:

DETERMINING PERSONAL QUALIFICATIONS REQUIRED

Directions: In this project, you will be looking at just the personal qualifications of a job. This is what you should do:

1. List the personal qualifications required.
2. Then show how your qualifications fit these requirements.

If you have located a job opening that interests you, use it in this project. If you have not, use one of the jobs described in Projects 1 or 2.

PERSONAL QUALIFICATIONS REQUIRED FOR JOB AS _____:

HOW MY PERSONAL QUALIFICATIONS FIT THE REQUIREMENTS:

DETERMINING THE BENEFITS ASSOCIATED WITH A JOB

Directions: In this project, you will be looking at just the returns you might expect from a job. This is what you should do:

1. List possible benefits associated with the job.
2. Then assess whether the benefits match the returns you expect from working.

If you have located a job opening that interests you, use it to do this project. If you have not, use one of the jobs described below.

THE JOB:	Social Service Aide, Provincial Government, Department of Social Services.
DUTIES:	To assist professional social workers by interviewing clients to discover information, compiling information for client case records, compiling information required to determine client eligibility for social assistance; to answer routine inquiries from clients or potential clients; to prepare correspondence and reports; to refer clients to appropriate sources of information or help; to maintain case files; and to accompany clients to homes, courts, clinics or elsewhere.
SALARY & BENEFITS:	\$600-950 per month, depending on qualifications and initial placement on salary scale; three week's holidays; medical coverage; sick pay; group life insurance; income disability coverage; pension plan; annual increments according to scale, based on supervisor's evaluation.
HOURS:	35 hour week, Monday to Friday. However, worker is often called upon to assist clients in evenings or on weekends. Work beyond regular office hours is compensated by over-time pay.
OTHER INFORMATION:	Social Service Aides require a one- or two-year certificate in social services from a community, or the equivalent in training and experience. Must be able to communicate effectively both orally and in writing. Must demonstrate sensitivity to the problems of clients served by the Department. Advancement is possible by further training and participation in in-service training programs.

THE JOB: Office Cleaner of a large office building for the janitorial department of a property management firm with several contracts for maintaining office and apartment buildings.

DUTIES: To clean offices and corridors; to sweep, wash and wax floors; to vacuum carpets; to clean windows and venetian blinds; to clean walls and ceilings; to polish furniture and fixtures; to empty waste baskets and ash trays; to clean wash rooms; and to report damage to building and fixtures.

SALARY & BENEFITS: \$3.00 per hour, medical plan, two week's holidays.

HOURS: 37-1/2 hour work week, Monday through Friday, 4:30 p.m. to 12:30 a.m., with one-half hour lunch break.

OTHER INFORMATION: Employees work with minimal supervision and are usually alone in the building to which they are assigned. Office cleaners are expected to assume responsibility for their buildings by ensuring that doors and windows are locked after business hours, and that persons entering the building after hours identify themselves.

THE JOB: Management Trainee for large, Canada-wide department store chain carrying the usual range of merchandise, with the exception of groceries.

DUTIES: To train for the job of department manager by learning operations, policies, merchandising techniques, buying, inventory control, and day-to-day procedures in the store. Trainees are rotated from department to department to gain experience and skills in inventory control, display, pricing, and customer sales and service. They are also expected to attend retail management training classes conducted during business hours, and to prepare written and oral reports on their training experiences in various departments.

SALARY & BENEFITS: Initial salary is \$450 per month, or more with previous training and experience. Semi-annual raises are given, depending on the training manager's assessment of the trainee. Additional benefits include medical and dental coverage, group life insurance, and a pension plan based on profit-sharing. Employees get 15% discount on purchases.

OTHER INFORMATION: Trainees are expected to demonstrate enthusiasm, ability to work on their own, tact with co-workers, good customer relations, and increasing knowledge of store policies, procedures and merchandising. A successful trainee can expect to be promoted to a management position within three years. The average annual income of department managers is \$12,000.

BENEFITS ASSOCIATED WITH JOB AS _____:

WOULD YOU BE SATISFIED WITH THIS JOB IF IT WERE OFFERED TO YOU? (Give reasons)

OBJECTIVES

1. Given examples of letters written to accompany resumes, to determine which ones should stimulate an employer's interest in finding out more about the job applicant.
2. Given examples of resumes, to determine which ones should be most effective in helping the job applicants obtain interviews.
3. To practice tailoring qualifications to the requirements of given jobs.
4. To prepare either a chronological or functional resume, outlining your qualifications for the job of your choice.
5. To write an appropriate cover letter to accompany your resume.

PREPARATION

1. Read Chapter Five, "The Resume and Its Accompanying Letter" and Chapter Nine, "Appearance and Structure of Letters", in A Job Search Guide.
2. Select a job for which you can apply using a two-part application. If you decide to apply for an actual job opening, bring all details on the job's requirements to class with you. If you have not located a job for which you wish to apply, come to class prepared to write an application in which you will inquire about possible job openings in a job area of your choice.
3. Assemble all information you will need to prepare your resume; e.g., your self-analysis and qualifications sheet.

GROUP ACTIVITIES

1. Take part in class discussions on the following two topics:
 - A. Purpose and format of resumes;
 - B. Purpose and organizational pattern of letters written to accompany resumes.
2. Work with several of your classmates to complete Group Projects 1 and 2 on evaluating the effectiveness of cover letters and resumes. One person should be appointed to take notes on the decisions that you make and present them to the rest of the class during general discussion.

3. Complete Group Project 3 on tailoring applications with the same group members. Again, one person should take notes and report your responses to the rest of the class.

INDIVIDUAL ACTIVITIES

1. Complete Individual Project 1 -- your resume. Do not hesitate to discuss your work with other members of your class. Have your instructor go over your resume with you before you proceed to the next project.
2. Complete Individual Project 2 -- the cover letter to accompany your resume.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Can I identify examples of cover letters that should stimulate an employer's interest in reading the applicant's resume?	___	___
2. Can I identify examples of resumes that should be effective in helping the job applicants obtain interviews?	___	___
3. Do I know how to tailor my qualifications to the requirements of a job for which I might be applying?	___	___
4. Have I prepared a resume which should interest an employer in inviting me to come for an interview?	___	___
5. Have I prepared a cover letter which will make an employer interested in learning more about me?	___	___

THE EMPLOYER'S DECISION
-- Which Resume(s) Should I Look At? --

Directions: When an employer receives a written two-part application, s/he first reads the cover letter. If it is interesting, s/he will read the applicant's resume.

You are to place yourself in the position of the employer, who has advertised this opening in the Job Information Centre at Canada Manpower:

PRODUCTION TRAINEE - FULL TIME

Young person, 18 or over, to learn production techniques in food products plant. This opportunity will lead to production supervisory position. Must be in good health, have driver's licence. Grade 12 preferred. \$3.50 per hour to start, will increase with proven ability. Send resume with complete details to Good Products Ltd., Box 1435, Calgary.

You must read each of the following cover letters and decide whose resume(s) you would be interested in examining. Also answer the questions following these letters, and be prepared to discuss your responses with the rest of your classmates.

LETTER #1

Gentlemen:

You advertised a job as production trainee. I would like to apply for it.

I am 20 years old and finished high school in 1973. My jobs have been: (1) dairy farm worker, (2) hardware store clerk, and (3) truck driver. As you requested, my resume is enclosed.

I hope you will consider me for the job. I can be reached at 362-1171 at any time for an interview.

Sincerely yours,

LETTER #2

Gentlemen:

The position of Production Trainee which you are advertising at Canada Manpower's Job Information Centre sounds most interesting. I believe that my background and experience in the food industry would enable me to do this job for you.

As the enclosed resume indicates, I completed Grade 12 at the Alberta Vocational Centre in 1974. Since then, I have been working for Murphy's Food Mart Ltd. I started as a stock clerk but because I enjoy the food business and learn quickly, I recently have been promoted to the position of Produce Manager. My eagerness to learn about the industry would, I believe, help me to meet the requirements you have of a production trainee.

I would appreciate an opportunity to discuss my qualifications with you personally. Would you please contact me at either 253-9314 (home) or 258-2191 (business) regarding a time when I might come for an interview?

Sincerely yours,

LETTER #3

Gentlemen:

Would you please consider me as an applicant for the position of Production Trainee? Following is a summary of my qualifications for this job.

I am 24 years old, married, and have two children. I completed Grade 11 and some Grade 12 subjects at Fort McLeod High School. For the past two years, I have been employed as a labourer for Quality Building Supplies. I have also done other labouring jobs and worked as a taxi driver. My complete resume is enclosed.

I would appreciate an opportunity to discuss the job with you at your convenience. I can be contacted at (403) 233-6043.

Sincerely yours,

QUESTIONS FOR DISCUSSION

1. As a result of reading the three cover letters, whose resume(s) would you be MOST interested in examining? Why?
2. What is missing from the letter(s) that were not interesting to you?
3. Letter #3 contains five sentences beginning with the word, "I". What changes in phrasing would you suggest for making this letter less "I-oriented"?
4. The applicant who wrote Letter #1 has worked as a truck driver, and the one who wrote Letter #3 has worked as a taxi driver. Therefore, you could assume that they both have the valid driver's licence you have listed as a job requirement. The person who wrote Letter #2 has said nothing to indicate that s/he holds a licence. Should s/he have done so? Why or why not?

GROUP PROJECT 2**THE EMPLOYER'S DECISION**

-- Whom Shall I Invite for an Interview? --

Directions: Again assume the role of the employer. You have read the cover letters presented above, but since you have only three applications for your job vacancy, you take the time to read all resumes as well.

Carefully examine the resumes that follow and decide whom you would invite to come for an interview. Also answer the Questions for Discussion, and be prepared to discuss your responses with the rest of your classmates.

RESUME #1PERSONAL RESUME
OF
NOEL KANEP.O. Box 573
Airdrie, Alberta

Phone: 362-1171

PERSONAL INFORMATION

Age: 20	Marital Status: Single	Driver's Licence #: 4336825
Height: 5'9"	Religion: Baptist	(Alberta)
Weight: 195 lbs.	Lanaguages Spoken: English	S.I.N. #: 426 - 435 - 113
Health: Good	French	

EDUCATION

Completed Grade 12 at Ponoka High School, Ponoka, Alberta in June, 1973.

WORK BACKGROUND

February 1975 - present	Dairy Farm Worker Stebluk Farms, Airdrie, Alberta Supervisor: K.L. Plotnikoff
September 1974 - January 1975	Clerk Harrison Hardware Ltd., Edmonton, Alberta Supervisor: G.H. Thompson Reason for Leaving: To accept better-paying position
August 1973 - May 1974	Truck Driver Co-op Dairies Ltd., Red Deer, Alberta Supervisor: C.B. Farmer Reason for Leaving: Company cut-back in number of truck drivers

REFERENCES

Mr. J. Toews,
R.R. #3,
Ponoka, Alberta.
Telephone: 362-2213

Mr. C. Jones,
3415 - 1st Street,
Red Deer, Alberta.
Telephone: 434-1234

Mr. J. Khan,
11835 - 32nd Avenue East,
Edmonton, Alberta.
Telephone: 426-3156

RESUME #2

PERSONAL DATA SHEET

Jan Palyk
1475 - 21 St. S.E.
Calgary, Alberta

Telephone: (403) 253-9314 (home)
(403) 258-9121 (business)

EMPLOYMENT OBJECTIVE: To attain, by experience and training, a supervisory position in the food service industry.

EMPLOYMENT HISTORY

February 1975 -
present

Produce Manager, Murphy's Food Mart Ltd.
2171 - 40 Ave., S.E., Calgary, Alberta

Duties: Maintaining cleanliness, maintaining temperature in display coolers and storage rooms, arranging displays, rotating stock, inventory control, ordering, and supervising 2 part-time and 1 full-time employees.

Supervisor: Mrs. D. Stanley, Store Manager

February 1974 -
January 1975

Clerk, Murphy's Food Mart Ltd.
2171 - 40 Ave., S.E., Calgary, Alberta

Duties: Stocking shelves, unloading trucks, operating cash register, stock-taking, sweeping floors, and carrying out groceries. Was commended for my initiative and promoted to Produce Manager.

July 1970 -
August 1973

Held a variety of part-time and temporary jobs including service station attendant, construction labourer, baker's helper, and farm worker. Because I was often unemployed, I decided to return to school to complete my Grade 12.

EDUCATION

September 1973 - Completed B.T.S.D. Level IV (Grade 12 equivalency) at
January 1974 Alberta Vocational Centre, Calgary, Alberta.

PERSONAL INFORMATION

Age: 20. I was born in Welland, Ontario on September 11, 1954.
Marital Status: Single Weight: 165 lbs.
Height: 5'8" Health: Excellent
Driver's Licence No.: 422345 (Alberta) S.I.N. No.: 525-436-112

REFERENCES

Mrs. D. Stanley, Manager Murphy's Food Mart Ltd. 2171 - 40 Ave., S.E. Calgary, Alberta (403) 258-2191	Mr. J. Oswald, Instructor B.T.S.D., Alberta Vocational Centre 332 - 6 Ave., S.E. Calgary, Alberta (403) 261-3930	Mr. L. Harris, Counsellor Alberta Vocational Centre 332 - 6 Ave., S.E. Calgary, Alberta (403) 261-3930
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RESUME #3

PERSONAL DATA SHEET
for
DALE G. ROBERTSON

2792 Centre St. N.
Calgary, Alberta

Telephone: 233-6043

JOB OBJECTIVE: To work with a company concerned with preparing food
for commercial and domestic use.

WORK HISTORY

May 1973 -	Position:	Labourer, Quality Building Supplies, 1217 Crowfoot Trail, Calgary, Alberta
	Work Performed:	unloading trucks, piling lumber, cleaning up yard
	Supervisor:	Mr. J.L. Lohnes, Yard Foreman
October 1972 - March 1973	Position:	Labourer, Poole Construction, 1835 - 87 Ave. N.E., Edmonton, Alberta
	Work Performed:	sweeping pavement base before paving, clearing rocks, directing traffic
	Supervisor:	Mr. K.L. Knickle, Foreman
	Reason for Leaving:	Paving contract was completed
April 1972 - August 1972	Position:	Taxi Driver, Yellow Cab Company, 124 - 4th Ave., S.W., Calgary, Alberta
	Work Performed:	driving passengers to and from airport
	Supervisor:	Mr. M.K. Wilson
	Reason for Leaving:	Temporary position

EDUCATION

Completed Mathematics, Physics and Chemistry 12 at S.A.I.T., Calgary, Alberta, 1972.
Completed Grade 11, Fort McLeod High School, Fort McLeod, Alberta, 1971.

PERSONAL

Age:	24	Interests:	travelling, skiing, hunting
Marital Status:	Married, 2 children	Memberships:	Secretary, Minor Hockey Association
Health:	Excellent		

REFERENCES

Will be supplied at interview.

QUESTIONS FOR DISCUSSION

1. As a result of reading the three resumes, whom would you invite to come for an interview? Why?
2. Read the job description and all three resumes again. Then, answer the following questions about each one:
 - a. Does the applicant show that s/he has the qualifications for the job that has been advertised?
 - b. Does the applicant emphasize the most important qualifications s/he has for the job first on the resume?
 - c. Is the personal information s/he has included adequate? Is it relevant to the job for which s/he is applying?
 - d. Is the educational background information the applicant has included adequate? Is it relevant to the job for which s/he is applying?
 - e. Is the applicant's information on work experience adequate? Is it relevant to the job for which s/he is applying?
 - f. Are the applicant's references satisfactory ones?

GROUP PROJECT 3**TAILORING THE RESUME TO THE JOB**

Directions: When you are preparing a resume, you should stress those personal, educational and experience qualifications that have the most direct relationship to the job for which you are applying. In this way, the employer can tell at a glance whether it would be worthwhile interviewing you.

To give you some practice in tailoring applications before you write one of your own, two case studies are presented below. Read each one carefully. Then answer the Questions for Discussion which follow them.

CASE 1

For the past two years, Cary has been working as a desk-order clerk for Mahon's Stationery Supplies Ltd. S/he has had to perform the following duties:

1. write and total invoices
2. keep records of supplies sold
3. maintain inventory counts
4. some typing and filing
5. prepare bank deposits
6. operate the cash register and adding machine
7. speak with customers on the telephone and at the counter
8. answer mail inquiries
9. recommend purchases to customers
10. prepare supplies for delivery
11. count and record cash receipts

Cary now wants to change jobs, and has found the following two openings which offer more salary and greater opportunities for advancement:

Job #1

Bookkeeper trainee for a manufacturing company. The duties will include:

1. making and checking journal entries from items such as sales slips, invoices, and cheque stubs
2. totalling and balancing ledgers at regular intervals
3. preparing receipts and statements of accounts
4. calculating and preparing payroll cheques
5. preparing financial statements at quarterly intervals

Job #2

Salesperson in a large department store. The duties will include:

1. selling merchandise to customers
2. receiving orders for merchandise by telephone or mail
3. advising customers on the use and care of merchandise
4. suggesting purchases to customers by determining their wants or needs
5. demonstrating merchandise
6. arranging displays
7. writing sales slips
8. obtaining payment or credit authorization
9. operating cash registers

QUESTIONS FOR DISCUSSION

1. In preparing a resume for the bookkeeper trainee's position, what duties should Cary emphasize when s/he describes the job s/he held at Mahon's Stationery Ltd.? Why?
2. When preparing a resume for the position of salesperson in the department store, what duties should Cary highlight? Why?

CASE 2

Gerry has had a variety of part-time and temporary jobs. S/he has been a parking lot attendant, a flagperson for a highway construction crew, a car hop for A & W, and a sausage tier on the assembly line of a meat-processing plant. Last year s/he returned to school for academic upgrading and a business careers program. At school s/he took courses in mathematics, chemistry, physics, typing, bookkeeping, and office machines. S/he is now interested in applying for a position as a teller in a bank or credit union.

QUESTIONS FOR DISCUSSION

1. What should Gerry state as an employment objective on the resume?
2. Which qualifications should Gerry describe first -- education or experience? Why?
3. Should Gerry list all the courses s/he took in school when s/he describes the educational qualifications s/he has for a teller's position? Give a reason for your answer.
4. What skills might Gerry have acquired in the various jobs s/he has held that could be used in a job as a teller?

PREPARING YOUR RESUME

Directions: You are to prepare a complete resume of your qualifications for the job of your choice. To do this task, you will need the information from your self-analysis and qualifications sheet. You will also need to have complete details on the job for which you are applying.

Your resume should include the following basic parts:

1. A HEADING which contains your full name, address, and telephone number.
2. Your EMPLOYMENT OBJECTIVE.
3. Your EDUCATIONAL QUALIFICATIONS, beginning with your most recent educational experience. Include:
 - a. the names of schools or colleges attended.
 - b. the dates of attendance or the completion date.
 - c. any diplomas or certificates received.

If your educational background is one of your more important qualifications for a job, you may also want to list relevant courses taken, any awards or honours you received, and a description of the extra-curricular activities in which you took part.

4. Your WORK EXPERIENCE QUALIFICATIONS. If you decide to do a chronological presentation, you should include the following:
 - a. your job title.
 - b. name and location of company.
 - c. your duties.
 - d. dates of employment.
 - e. whether the job was part-time.
 - f. name of immediate supervisor (if this person is still there and might be a good reference).
 - g. reason for leaving.

You should always list your most recent job first and work back from there. You should also place the dates of employment where they can be seen easily.

5. PERSONAL INFORMATION which is relevant to the job for which you are applying.
6. Three REFERENCES. For each one, include the following information:
 - a. name and job title or occupation.
 - b. complete address.
 - c. telephone number.

Your completed resume should meet the following standards:

1. It should be oriented to the requirements of the job for which you are applying.
2. It should be attractively arranged on the page.
3. It should be brief and to the point.
4. It should be free of spelling, grammatical, and typographical errors.

INDIVIDUAL PROJECT 2

PREPARING YOUR COVER LETTER

Directions: You are to prepare a cover letter to accompany your resume. It should contain an interesting-to-the-employer opening, which clearly identifies the job for which you are applying. It should contain a summary of the qualifications you have described in your resume. It should also request an interview.

The completed letter should meet the following standards:

1. It should interest an employer in reading your resume.
2. It should contain the six standard parts found in most business letters.
3. It should be set up in a recognized business letter style, and contain a uniform style of punctuation.

4. It should be attractively arranged on the page.
5. It should be free of spelling, grammatical, and typographical errors.

OBJECTIVES

1. To identify situations in which it would be appropriate to submit an application letter that is complete in itself.
2. Given examples of opening paragraphs for application letters, to pick out ones that are likely to stimulate the employer's interest in finding out more about the applicant.
3. Given examples of closing paragraphs for letters of application, to pick out ones that make the most effective request for employer action.
4. To identify the characteristics of good application letters.
5. To write a letter of application for the job of your choice.

PREPARATION

1. Read Chapter Six, "Letters of Application", in A Job Search Guide.
2. Select a job for which you can apply using a letter of application that is complete in itself. If it is appropriate, you may use the same job for which you wrote the two-part application.
3. Assemble any information you will need to write your letter; e.g., self-analysis and qualifications sheet.

GROUP ACTIVITIES

1. Take part in class discussions on ways to develop an effective letter of application. Your instructor will be asking you to give your comments on the sample opening and closing paragraphs for application letters that are given in Group Projects 1 and 2.
2. Work with several of your classmates to complete Group Project 3 on evaluating and improving sample application letters. Appoint someone in your group to take notes and act as spokesperson in discussions with the rest of the class.

INDIVIDUAL ACTIVITIES

Write a letter of application for a job of your choice. The standards which you must meet in preparing this letter are set out in Individual Project 1.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Can I identify situations in which it would be appropriate to submit an application letter that is complete in itself?	_____	_____
2. Can I identify examples of opening paragraphs that should interest the employer in finding out more about the job applicant?	_____	_____
3. Can I identify examples of closing paragraphs that should be effective in getting an employer to act on an application?	_____	_____
4. Can I identify the characteristics of good application letters?	_____	_____
5. Have I prepared an application letter which will be helpful to me in obtaining an interview?	_____	_____

EVALUATING OPENING PARAGRAPHS

Directions: The opening paragraph is a very important part of an application letter. It must attract attention and interest the employer in finding out more about you. Some sample opening paragraphs are given below. Pick out the ones that you feel would be most effective, and be prepared to defend your choices.

1. Would you be interested in knowing how your office clean-up can be taken care of for you?
2. Ten years of successful sales experience in paints and varnishes, tools, and general hardware teaches a person a lot about the hardware trade.
3. Please consider me an applicant for the position of night desk clerk that you advertised in this morning's Gazette.
4. You can throw the rest of the applications for the job you advertised yesterday into the wastebasket. I'm the person you want as your courier!
5. Mr. Michael Stanley has suggested that I write to ask you about the possibilities of a position as a social services aide in your department.
6. I don't think the world owes me a living. But I do think it owes me a chance to earn a living. Would you like to be the person to give me a job?
7. From reading your advertisement in yesterday's Mail Star, I realize that you require the services of a person who can assume responsibility for meeting your customers and handling your routine correspondence.
8. Your company's rapid growth during the past ten years is my reason for applying for a position in your parts department.
9. I need summer employment in order to continue at school, so will you kindly consider my application for a job.
10. This is the story of a good secretary who went to college to become a better secretary.

EVALUATING CLOSING PARAGRAPHS

Directions: The closing paragraph of your application letter is just as important as the opening one. It must encourage the employer to invite you to come for an interview. Some sample closing paragraphs are given below. Pick out the ones that you feel would be most effective, and be prepared to defend your choices.

1. I am certain that granting me an interview will be worthwhile.
2. I am prepared to give you full details about myself when you interview me.
3. May I come to see you to answer any questions you wish to ask? I can be reached by telephone at (403) 243-0561 after 4 p.m. each day.
4. By sending a note to the above address, a meeting can be arranged at your convenience.
5. Could we have a meeting to discuss the possibility of my being of use to you? I will telephone your office on Tuesday morning to find out when you want to see me.
6. May I have an interview? My telephone number is (204) 753-3914.
7. If you wish to contact me, please call me at (604) 543-2312. I am willing to come to Halifax for a personal interview at a time most convenient to you.
8. May I hear from you upon receipt of this letter?
9. I have given the main facts about my education, experience and personal qualifications, but there may be details which you would like to have clarified. May I attend to this in a personal interview? My address and telephone number are given at the top of my attached resume.
10. I hope you will read my resume and permit me to have a personal interview with you to discuss how my skills and experience can assist your operation.

EVALUATING LETTERS OF APPLICATION

Directions: You are the manager of a large office building. Last week you advertised on the radio for a night cleaner. Persons making application were to be medically fit and able to supply two references. You received a number of replies. Below are the two best ones.

Read both letters carefully and answer the following questions:

1. Why are these good letters?
2. What improvements can you suggest for these letters?
3. How would you decide which person to hire as a night cleaner?

LETTER #1

Dear Mr. Wilson:

I am very interested in the position of night cleaner that you advertised on CKWX last Thursday morning. After four years of experience in janitorial work, I feel confident that I can do the job to your satisfaction. Following is a brief summary of my qualifications:

EXPERIENCE: Since August, 1973 I have been working for Scandinavian Janitor Services Ltd. My duties are to clean and wax floors in offices and stores, vacuum carpets, remove garbage, polish desks and fixtures, and wash windows. I am familiar with the use and care of most manual cleaning equipment, as well as power equipment such as floor polishers, commercial vacuums, and carpet shampooers.

From June, 1971 to August, 1973 I was on the janitorial staff of Victoria Composite High School in Edmonton where I cleaned corridors, classrooms, washrooms, and offices. I left that job to avoid rotating shift work. I prefer night work.

PERSONAL I am 27 years old, married, and have one child. I am
DETAILS: in good health. I am bondable. I am also very conscious
of security precautions. When working in a building at
night, I always make sure that all doors and windows are
locked.

For references you may contact the following persons:

Mr. Frank Davis, Manager,
Scandinavian Janitor Services Ltd.,
14904 - 137 Ave.,
Edmonton, Alberta.
Telephone: (403) 459-2019

Mr. Harold Cummings, Janitor Foreman,
Victoria Composite High School,
101 St. & Kingsway,
Edmonton, Alberta.
Telephone: (403) 422-1567

May I have an opportunity to meet with you to discuss my qualifications
in more detail? To arrange an interview at a time convenient to you, please
call me at (403) 467-5837.

Yours sincerely,

LETTER #2

Dear Mr. Wilson:

Last Thursday morning I heard your advertisement inviting applications
for a night cleaner. I would like to apply for this position.

For the past three years I have been employed by ABC Cleaners as a
charworker. I have been the sole person responsible for cleaning their
three outlets. In addition, I have done all minor repairs to these out-
lets, including painting them and replacing wall panels. I was very
happy in this job and have only recently lost it due to Mr. Williams
retiring and going out of business.

While I was attending school, I held a variety of part-time cleaning jobs. For three summers, I worked as a window cleaner for Shiny Glass Ltd. in Lethbridge. In the evenings, I cleaned offices for three different law firms. My employers have always commended me for my tidiness and the speed with which I can complete my assigned tasks.

I am 20 years old, single, and in good health. In 1972, I completed Grade 10 at John Diefenbaker Secondary School, and then took a three-month janitor's course at Alberta Vocational Centre in Calgary.

For references, you may contact Mr. Frank Williams, 43 Silvester Crescent, Edmonton, Alberta and Mr. Bert Stark, Manager, Shiny Glass Ltd., 4335 - 2nd Ave. E., Lethbridge, Alberta.

I am most anxious for new opportunities and am available for an interview at your convenience. You may contact me by telephone at (403) 256-2134.

Yours sincerely,

PREPARING YOUR APPLICATION LETTER

Directions: You are to prepare an application letter for the job of your choice. It should contain three essential parts: (1) an interesting-to-the-employer opening; (2) a convincing summary of your qualifications for the job for which you are applying; and (3) a request-for-action closing.

The completed letter should meet the following standards:

1. It should contain the six standard parts found in most business letters.
2. It should be set up in a recognized business letter style, and contain a uniform style of punctuation.
3. It should be neatly and legibly handwritten.
4. It should be attractively arranged on the page.
5. It should be free of spelling and grammatical errors.

OBJECTIVES

1. To complete two sample applications for employment by interpreting abbreviations and filling in the necessary information legibly and correctly.
2. To complete the Manpower and Immigration Master Registration Form.
3. To decide on the answers you would give to certain difficult questions that may appear on employment application forms.

PREPARATION

1. Read Chapter Seven, "Application Forms and Special Tests" in A Job Search Guide.
2. If you must fill in an application form for a job in which you are interested, bring it to class with you. Your instructor can help you complete it correctly.
3. Assemble all information you need for completing application forms; e.g., self-analysis, qualifications sheet, resume.

GROUP ACTIVITIES

1. Take part in class discussions on how to complete employment application forms.
2. Work with several of your classmates on Group Project 1 -- Handling Difficult Questions. Have one person make notes on the answers your group gives and present them to the rest of the class during discussion.

INDIVIDUAL ACTIVITIES

1. Make notes on the proper way to handle difficult questions on employment application forms. When you have time, prepare your own answers to the sample questions presented in Group Project 1.
2. Complete one sample application form for employment with a private employer, and one for government employment. Also complete the Manpower and Immigration Master Registration Form if you have not already done so. Your instructor will give you the required forms.

The completed application forms should meet the following standards:

1. The information must be ACCURATE.

2. The information must be COMPLETE.
3. The information must be TAILORED TO THE REQUIREMENTS OF THE JOB for which you are applying.
4. The forms must be NEAT and LEGIBLE.
5. The written INSTRUCTIONS MUST BE FOLLOWED.
6. All responses must be TYPEWRITTEN or WRITTEN IN INK.
7. There must be NO SPELLING, GRAMMATICAL, or TYPOGRAPHICAL ERRORS.

SELF-EVALUATION CHECKLIST

- | | Yes | No |
|--|-------|-------|
| 1. Have I completed all sample application forms legibly and correctly? | _____ | _____ |
| 2. Am I able to give adequate answers to difficult questions which might appear on an employment application form? | _____ | _____ |

HANDLING DIFFICULT QUESTIONS

Directions: Many employment application forms have questions that are designed to test some quality such as your mental alertness or self-awareness. These are called "key" questions. Often, they are the only ones that are closely examined when an employer looks at your application.

A number of key questions are given below. If you encounter them on application forms, you must be prepared to give logical answers. To help you start thinking about the responses you might give, some questions for discussion are presented following each one. First, work with some of your classmates to answer these questions. Then, when you have some extra time, prepare your own answers to the key questions. Doing so will put you a step ahead of other job-seekers who may be puzzled when they encounter them.

KEY QUESTION:

What is the minimum salary you would accept?

1. What is likely to happen if you state too high a salary?
What might happen if you state too low a salary?
2. If the job advertisement does not state a salary, how could you find out what the "going rate" is for the job you are applying for?
3. If you write in the word "Open" in response to this question, what might the employer think about you?

KEY QUESTION:

Why are you interested in employment with our company? OR
Why do you want this job?

1. Why would an employer want to know about your interest in the company or job?
2. How could you use this question to your advantage when you are applying for a job?

KEY QUESTION:

Are you prepared to work wherever a position is available? OR
Would you be willing to accept a transfer to another location?

1. This question is often asked by large companies with operations in several areas and by governments. Why do you think this item appears on application forms?
2. What might happen if you said that you would be willing to accept a transfer without really meaning it?

KEY QUESTION:

What special skills or abilities do you have that are directly related to the job for which you are applying?

1. This type of question is usually followed by a large space in which you must write a comprehensive answer. What kind of information would the employer be seeking? What is the employer trying to determine if s/he times you while you are answering this question?

KEY QUESTION:

What position or type of position do you hope to obtain with this company?

1. Why does this question almost always appear on employment application forms?
2. What kind of impression would an applicant make on an employer by answering, "Anything"?

KEY QUESTION:

Where did you learn about this position?

1. This question is usually asked on the application forms for large companies and governments. Why do you think the employer wants this information?

KEY QUESTION:

What kind of boss do you prefer?

1. What type of information is an employer seeking here?

KEY QUESTION:

What did you like and dislike about your past employers? OR
How did your previous employers treat you?

1. This is a trick question. What is likely to happen if you complain about or criticize a past employer?
2. How could you describe things you did not like about past employers without appearing critical?

KEY QUESTION:

Describe yourself. OR What kind of person are you?

1. What kind of information is an employer trying to obtain by asking this question?
2. What is likely to happen if you brag about yourself? What might happen if you are too modest?

KEY QUESTION:

Why did you leave your last job?

1. What might happen if you do not tell the truth when you are answering this question?
2. What is likely to happen if you do tell the truth -- that you were fired from your previous job?

OBJECTIVES

1. By listening to taped telephone conversations between applicants and employers, to identify effective ways of (1) capturing the employer's interest; (2) stating one's qualifications for a job; and (3) requesting an interview.
2. By listening to taped telephone conversations between applicants and employers, to identify what constitutes good telephone manners.
3. By taking part in a role-play, to practice telephoning an employer about a job opening of your choice.

PREPARATION

1. Read Chapter Ten, "Telephoning Employers", in A Job Search Guide.
2. Select a job for which you will make application by telephone. Bring a written description of this job to class with you; it will be needed when you are practicing telephone conversations with your classmates.

GROUP ACTIVITIES

1. Take part in class discussion on telephoning employers about a job opening.
2. Listen to the taped telephone conversations which are described in Group Projects 1, 2, and 3. Then answer the Questions for Discussion about each conversation.
3. Work with two of your classmates on Group Project 4 -- Practicing A Telephone Interview. Take turns assuming the roles of job-seeker, employer and evaluator until each of you have made at least one telephone call.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Am I able to identify effective ways of capturing an employer's interest, stating my qualifications, and requesting an interview during a telephone conversation?	___	___
2. Do I know what constitutes good telephone manners?	___	___
3. Do I know what my strengths and weaknesses are in telephoning employers about job openings?	___	___

TELEPHONING AN EMPLOYER -- SCRIPT 1

Directions: An employer advertised the following job opening in the local newspaper:

SALESPERSON to train for management
in expanding Western Shop. Call
Mr. Levine, 763-2179.

Dave Sturgess called Mr. Levine at 9:45 a.m. Listen carefully to the conversation that took place. Then, answer the questions for discussion that are presented below.

QUESTIONS FOR DISCUSSION

1. How did Dave Sturgess interest Mr. Levine in his application for the position of salesperson?
2. Did he orient his qualifications to the requirements of the employer?
3. How did Dave show that he was seriously interested in obtaining the job?
4. How did Dave display his knowledge of good telephone manners?
5. Was Dave acting properly when he took the initiative and requested an interview? Why or why not?
6. If you were the employer, would you be interested in Dave Sturgess as a prospective employee? Why or why not?

TELEPHONING AN EMPLOYER -- SCRIPT 2

Directions: Judy Cameron learned about an opening for a bookkeeper in the credit department of Kingar Contracting from a friend who works for the company. She found out the Personnel Manager's name and telephoned to ask for an interview.

Listen carefully to the conversation that took place. Then, answer the questions for discussion.

QUESTIONS FOR DISCUSSION

1. When Sally Hays asked Judy Cameron why she was calling, did she give the proper response? Why did Sally ask this question?
2. How did Judy interest Mrs. Hart in her application for the position of bookkeeper?
3. What did Judy say about her work experience and interests that should cause Mrs. Hart to consider her for a job?
4. How did Judy give evidence that she had researched the employer and the requirements of the job?
5. How did Judy display her knowledge of good telephone manners?

TELEPHONING AN EMPLOYER -- SCRIPT 3

Directions: Corey Baker has discovered a company for which he would like to work. Employment with that company offers the right combination of benefits, and he knows that his skills and abilities would enable him to do a good job for them.

By investigating the company, he has found out that Mr. Mathers, the manager, does all of the hiring and that he has a fairly young staff working under him. Corey has also found out that several persons with school and college newspaper experience work there.

Listen carefully to the conversation that took place between Corey and Mr. Mathers. Then, answer the questions for discussion that are presented below.

QUESTIONS FOR DISCUSSION

1. What did Corey say at the beginning of the call to arouse Mr. Mather's interest in his application?
2. How did Corey show his knowledge of, and interest in, Mr. Mather's business? What effect did this evidence of having studied the company and the job have on Mr. Mathers?
3. How did Corey show that he was very serious about wanting a job with Mr. Mathers?
4. How did Corey display his knowledge of good telephone manners?
5. If you were the employer, would you be interested in interviewing Corey? Why or why not?

PRACTICING A TELEPHONE INTERVIEW

Directions: You have listened to the ways in which other job applicants have conducted themselves during telephone interviews with employers. They have captured the interest of the person to whom they were speaking. They have provided convincing summaries of their qualifications for the jobs they wanted. When necessary, they have taken the initiative in requesting a personal interview. They were also courteous with anyone to whom they spoke.

You are now to practice making a telephone call of your own to a prospective employer. Working in groups of three, one of you should take the employer's role, one of you should be the job-seeker, and one of you should assume the role of observer and evaluator. Everyone should have at least one turn in each of these roles. More complete instructions are given below.

INSTRUCTIONS TO THE JOB-SEEKER

1. Before a role-play begins, you should show the other two group members the description of the job you are applying for.
2. You should carefully read the role-play evaluation checklist which is presented at the end of this project. Then give your copy of this checklist to the person who will be evaluating you.
3. When the role-play begins, sit with your back to the employer. In this way, you will not be tempted to rely on gestures and facial expressions to communicate effectively.

INSTRUCTIONS TO THE EMPLOYER

1. Before a role-play begins, write down some questions that you might ask of the job-seeker. Chapter Eleven in A Job Search Guide contains a list of the questions most frequently asked during interviews. You might get some good ideas here.
2. Allow the job-seeker to take the initiative in requesting a personal interview.

INSTRUCTIONS TO THE EVALUATOR

1. Before a role-play begins, carefully read the list of questions you will have to answer about the job-seeker's performance. Then listen closely. Answer the questions after the role-play is over.

TELEPHONE INTERVIEW EVALUATION CHECKLIST

	<u>Yes</u>	<u>No</u>
1. Did the job-seeker introduce him/herself properly?	___	___
2. Did the job-seeker state his/her reason for calling at the beginning of the telephone conversation?	___	___
3. Was the job-seeker able to answer the employer's questions quickly and concisely?	___	___
4. Did the job-seeker ask relevant questions of the employer?	___	___
5. Did the job-seeker orient his/her qualifications to the requirements of the job?	___	___
6. Did the job-seeker request an interview?	___	___
7. Did the job-seeker exercise telephone courtesy?	___	___
8. Did the job-seeker appear interested in the job for which s/he was applying?	___	___

OBJECTIVES

1. To prepare a checklist of points to consider when getting ready for a job interview.
2. To evaluate the performance of three job applicants whose interviews have been taped.

PREPARATION

1. Read Chapter Eleven, "Interview Preparation", in A Job Search Guide.
2. Prepare a list of questions you might wish to ask an employer or personnel manager about errors made by applicants during job interviews.

GROUP ACTIVITIES

1. Take part in class discussion on how to prepare for a job interview.
2. Take part in the question and answer period following the guest speaker's presentation.
3. Work with several of your classmates to prepare an account of how you would get ready for an interview and what you would take with you. Appoint one person from your group to report the results of this activity to the rest of the class.
4. Listen to the audio-tape, "Job Interviews". After each interview, answer the Questions for Discussion listed in Group Project 1.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Do I know what I should do to get ready for a job interview?	_____	_____
2. Do I know what I should take with me when I go for a job interview?	_____	_____
3. Do I know what pitfalls I must avoid when I am being interviewed for a job?	_____	_____
4. Can I identify the characteristics of effective interview performance?	_____	_____

EVALUATING INTERVIEW PERFORMANCES

Directions: Most interviews follow a regular pattern. There is an opening stage when you and the interviewer greet one another. Then the interviewer begins asking you questions about your qualifications and interest in the job. This is called the information-gathering stage. When the interviewer is through questioning you, the information-giving stage begins. Here you have a chance to provide further useful information on yourself, and to ask some questions about the company and the job. During the closing stage, you find out when a decision is going to be made on the job opening, thank the interviewer, and say good-bye.

Your success in getting a job depends highly on how well you prepare yourself for the job interview, and the way in which you conduct yourself during it.

You will now have a chance to listen to the way in which three applicants conducted themselves during their job interviews. Pay careful attention to each interview. Then answer the following questions about each applicant and discuss your evaluation of their performance with the rest of your classmates.

INTERVIEW #1: Applicant Charlie Read

1. Did Charlie introduce himself properly to the interviewer?
2. Did he identify the job he was applying for?
3. Did he use the interviewer's name?
4. Was Charlie prepared for the interview?
5. Did he answer the questions directly without avoiding the topic?
6. Did he ask questions to find out about the job?
7. Did he appear to be serious about wanting the job?
8. Did he thank the interviewer for taking the time to see him?
9. Would you hire Charlie Read if you were the employer? Why or why not?

INTERVIEW #2: Applicant *Wally Harrison*

1. Did Wally introduce himself properly to the interviewer?
2. Did he identify the job he was applying for?
3. Did he use the interviewer's name?
4. Was Wally prepared for the interview?
5. Did he answer the questions directly without avoiding the topic?
6. Did he ask questions to find out about the job?
7. Did he appear to be serious about wanting the job?
8. Did he thank the interviewer for taking the time to see him?
9. Would you hire Wally Harrison if you were the employer?
Why or why not?

INTERVIEW #3: Applicant *Bonnar Smith*

1. Did Bonnar introduce himself properly to the interviewer?
2. Did he identify the job he was applying for?
3. Did he use the interviewer's name?
4. Was Bonnar prepared for the interview?
5. Did he answer the questions directly without avoiding the topic?
6. Did he ask questions to find out about the job?
7. Did he appear to be serious about wanting the job?
8. Did he thank the interviewer for taking the time to see him?
9. Would you hire Bonnar Smith if you were the employer? Why or why not?

OBJECTIVES

1. To practice interviewing techniques with your classmates in given role-play situations.
2. To make an appointment for and have an actual job interview.
3. With the assistance of your interviewer, to evaluate your interview skills.
4. To identify the procedures involved in following up a job interview.
5. To write a letter of thanks to your interviewer.

PREPARATION

1. Read Chapter Twelve, "Conduct During Interviews", in A Job Search Guide.
2. Read Chapter Eight, "Other Employment-Related Letters", in A Job Search Guide.
3. Bring to class a written description of the job for which you will be applying and a copy of your resume.

GROUP ACTIVITIES

1. Take part in class discussion on how to conduct yourself during an interview.
2. Work with two of your classmates on Group Project 1 -- Role-playing Job Interviews. For each of the six role-plays, take turns assuming the roles of job-seeker, interviewer and evaluator.
3. Take part in class discussion on procedures for following up an interview.

INDIVIDUAL ACTIVITIES

1. Make preparations for your simulated job interview with an employer. Complete instructions on what you are to do are given in Individual Project 1.
2. Write a letter of thanks to your interviewer. This letter must meet the standards set out in Individual Project 2.

SELF-EVALUATION CHECKLIST

	Yes	No
1. Am I able to demonstrate proper interview techniques when I am role-playing as a job applicant?	_____	_____
2. Do I know what I must do to improve my performance during job interviews?	_____	_____
3. Do I know the proper procedures for following up a job interview?	_____	_____
4. Have I written an appropriate letter of thanks to my interviewer?	_____	_____

ROLE-PLAYING JOB INTERVIEWS

Directions: You have listened to the ways in which other job applicants conducted themselves during personal interviews. You have also examined some of the common pitfalls of applicants in job interviews. Now, you will practice an interview of your own.

Working in groups of three, one of you should take the interviewer's role, one of you should be the job-seeker, and one of you should assume the role of observer and evaluator. Everyone should have at least one turn in each of these roles.

Six role-play situations are described below. Each one builds on the previous one until you have completed an entire job interview. Complete instructions are given below.

INSTRUCTIONS TO THE JOB-SEEKER

1. Before any of the role-plays begin, you should show the other two group members the description of the job you are applying for. You should also give the person who is interviewing you a copy of your resume.
2. You should read the evaluation checklist carefully before you begin a role-play. It is presented at the end of this project. Then give your copy of this checklist to the person who will be evaluating you.
3. When a role-play begins, wait until you are invited to enter the interviewer's office.

INSTRUCTIONS TO THE INTERVIEWERROLE-PLAY #1

This role-play is about greeting an interviewer. Your secretary has just told you that an applicant is waiting outside. Ask the job-seeker to come in. Offer your hand. Sit down, but DON'T ask the job-seeker to sit right away. Start a conversation as if you were beginning the interview.

ROLE-PLAY #2

In this role-play, the job-seeker is evaluated on how well s/he carries on a conversation during the interview. Ask the applicant to come in and offer your hand. Direct this person to a chair in your office. Then ask the following questions. Make sure that the job-seeker answers each question before you proceed to the next one.

1. What position are you interested in, (job-seeker's name) ?
2. We don't have any openings for (job s/he wants) now, but we may have in a couple of weeks. What skills do you have that would help you with the job?
3. How are your work habits?
4. Do you have any previous experience?
5. What were your grades like?
6. Why are you interested in working for us?
7. How much money do you want at the start?

ROLE-PLAY #3

This role-play is about selling yourself in an interview. Offer the applicant a chair. Then ask the following questions, making sure that the job-seeker answers each one before you proceed to the next one.

1. Did you know there's a lot of competition for this job?
2. You saw the salary listed? What do you think of the pay?
3. We had to fire the last person who held this job. S/he just wasn't competent. (Pause)
4. If I asked you to work evenings and weekends, would you do it?
5. Well, I guess we have all the information we need on you, don't we?

ROLE-PLAY #4

This role-play is about handling job offers in the interview. Ask the job-seeker to come in, offer your hand, and ask him/her to sit down. Describe your company, as well as the job (the one named by the job-seeker). Then ask the following questions, making sure that the applicant answers each one before you proceed to the next one.

1. Do you have the educational requirements for this job?
2. Why do you think you qualify for the position?
3. Do you think you'd be happy here?
4. I'm willing to take a chance on you. You seem well qualified. We would like you to begin next Monday morning.

ROLE-PLAY #5

This role-play is about leaving the interview. Have the job applicant come in and sit down. Then ask the following questions, making sure that each one is answered before you proceed to the next one.

1. What makes you think that this is the type of work you'd like to do?
2. Would you be willing to start at the bottom and work your way up?
3. How do you spend your spare time?
4. When could you start?
5. Do you have any questions?
6. Well, that seems to be all the information we need. Thank you for coming to see us.

ROLE-PLAY #6

This role-play is the final check-out on interview skills. Ask the applicant to come in and sit down. Describe the job, giving as many details as you can. Then ask the following questions, making sure that the job-seeker answers each one before you proceed.

1. I see from your application that you're well qualified, but would you tell me which of your skills you think is most important for the job?
2. We've had some problems with tardiness. Are you in the habit of being on time?
3. What do you know about our company?
4. What are your ideas on salary?
5. Do you have any questions about the job?
6. When could you start?
7. (Stand up and offer your hand). Thank you for coming in. We have a few more people to interview, but we should reach a decision soon.

INSTRUCTIONS TO THE EVALUATOR

1. Before a role-play begins, carefully read the list of questions you will have to answer about the job-seeker's performance. Then listen and observe closely. Answer the questions after the role-play is over.

EVALUATION CHECKLISTS

ROLE-PLAY #1YES NO

- | | | | |
|----|---|-------|-------|
| 1. | Did the job-seeker greet the interviewer politely by name? | _____ | _____ |
| 2. | Did s/he introduce him/herself properly? | _____ | _____ |
| 3. | Did s/he identify the position for which s/he was applying? | _____ | _____ |
| 4. | Did s/he use a firm handshake? (If interviewer offered to shake hands.) | _____ | _____ |
| 5. | Did s/he stand until offered a chair? | _____ | _____ |

ROLE-PLAY #2REVIEW

- | | | | |
|----|--|-------|-------|
| 1. | Did the job-seeker: | | |
| a. | Greet the interviewer politely by name? | _____ | _____ |
| b. | Introduce him/herself properly? | _____ | _____ |
| c. | Identify the position for which s/he was applying? | _____ | _____ |
| d. | Use a firm handshake? | _____ | _____ |
| e. | Stand until offered a chair? | _____ | _____ |

NEW ITEMS

- | | | | |
|----|--|-------|-------|
| 1. | Did the job-seeker answer questions in a positive way? | _____ | _____ |
| 2. | Did s/he speak clearly? | _____ | _____ |
| 3. | Did s/he speak in complete sentences? | _____ | _____ |

ROLE-PLAY #2 (cont'd.)YES NO

- | | | |
|--|-------|-------|
| 4. Did s/he use good attending behaviours? | _____ | _____ |
| 5. Did s/he listen carefully to what the interviewer had to say? | _____ | _____ |
| 6. Was s/he careful not to interrupt the interviewer? | _____ | _____ |
| 7. Was s/he prepared for the questions that were asked? | _____ | _____ |

ROLE-PLAY #3REVIEW

- | | | |
|---|-------|-------|
| 1. Did the job-seeker: | | |
| a. Greet the interviewer politely by name? | _____ | _____ |
| b. Introduce him/herself properly? | _____ | _____ |
| c. Identify the position for which s/he was applying? | _____ | _____ |
| d. Use a firm handshake? | _____ | _____ |
| e. Stand until offered a chair? | _____ | _____ |
| 2. Did the job-seeker: | | |
| a. Answer questions in a positive way? | _____ | _____ |
| b. Speak clearly? | _____ | _____ |
| c. Speak in complete sentences where appropriate? | _____ | _____ |
| d. Use good attending behaviours? | _____ | _____ |
| e. Listen carefully? | _____ | _____ |
| f. Not interrupt the interviewer? | _____ | _____ |
| g. Seem prepared for the questions that were asked? | _____ | _____ |

ROLE-PLAY #3 (cont'd.)YES NONEW ITEMS

- | | | |
|---|-------|-------|
| 1. Did the job-seeker describe at least one selling point during the interview? | _____ | _____ |
| 2. Did s/he sit up straight and appear alert and interested? | _____ | _____ |

ROLE-PLAY #4REVIEW

- | | | |
|---|-------|-------|
| 1. Did the job-seeker: | | |
| a. Greet the interviewer politely by name? | _____ | _____ |
| b. Introduce him/herself properly? | _____ | _____ |
| c. Identify the position for which s/he was applying? | _____ | _____ |
| d. Use a firm handshake? | _____ | _____ |
| e. Stand until offered a chair? | _____ | _____ |
| 2. Did the job-seeker: | | |
| a. Answer questions in a positive way? | _____ | _____ |
| b. Speak clearly? | _____ | _____ |
| c. Speak in complete sentences where appropriate? | _____ | _____ |
| d. Use good attending behaviours? | _____ | _____ |
| e. Listen carefully? | _____ | _____ |
| f. Not interrupt the interviewer? | _____ | _____ |
| g. Seem prepared for the questions that were asked? | _____ | _____ |

ROLE-PLAY #4 (cont'd.)

	<u>YES</u>	<u>NO</u>
3. Did the job-seeker:		
a. Describe at least one selling point?	___	___
b. Look interested?	___	___

NEW ITEMS

- | | | |
|--|-----|-----|
| 1. If the job-seeker accepted the job, did s/he: | | |
| a. Sound positive? | ___ | ___ |
| b. Thank the interviewer for the offer? | ___ | ___ |
| 2. If the job-seeker did not accept the job at once, did s/he: | | |
| a. Ask for time to think about the offer? | ___ | ___ |
| b. Let the interviewer know when s/he would reach a decision? | ___ | ___ |
| c. Thank the interviewer? | ___ | ___ |

ROLE-PLAY #5REVIEW

- | | | |
|---|-----|-----|
| 1. Did the job-seeker: | | |
| a. Greet the interviewer politely by name? | ___ | ___ |
| b. Introduce him/herself properly? | ___ | ___ |
| c. Identify the position for which s/he was applying? | ___ | ___ |
| d. Use a firm handshake? | ___ | ___ |
| e. Stand until offered a chair? | ___ | ___ |

ROLE-PLAY #5 (cont'd.)YES NO

2. Did the job-seeker:

a. Answer questions in a positive way? _____

b. Speak clearly? _____

c. Speak in complete sentences where appropriate? _____

d. Use good attending behaviours? _____

e. Listen carefully? _____

f. Not interrupt the interviewer? _____

g. Seem prepared for the questions that were asked? _____

3. Did the job-seeker:

a. Describe at least one selling point? _____

b. Look interested? _____

4. If a job was offered, did the job-seeker:

a. Accept, sound positive and thank the interviewer? OR _____

b. Ask for time to think it over, state when s/he would decide, and thank the interviewer? _____

NEW ITEMS

1. If a job was not offered, did the job-seeker find out when a decision would be made? _____

2. Did s/he stand when the interviewer stood up? _____

3. Did s/he thank the interviewer? _____

4. Did s/he use a firm handshake? _____

ROLE-PLAY #6

<u>REVIEW</u>	<u>YES</u>	<u>NO</u>
1. Did the job-seeker greet the interviewer politely by name?	___	___
2. Did s/he introduce him/herself properly?	___	___
3. Did s/he identify the position s/he was applying for?	___	___
4. Did s/he use a firm handshake?	___	___
5. Did s/he stand until offered a chair?	___	___
6. Did the job-seeker answer questions in a positive way?	___	___
7. Did s/he speak clearly?	___	___
8. Did s/he speak in complete sentences where appropriate?	___	___
9. Did s/he use good attending behaviours?	___	___
10. Did s/he listen carefully to what the interviewer had to say?	___	___
11. Was s/he prepared for the questions that were asked?	___	___
12. Did the job-seeker describe at least one selling point during the interview?	___	___
13. Did s/he sit up straight and appear alert and interested?	___	___
14. If the job-seeker accepted the job, did s/he:		
a. Sound positive?	___	___
b. Thank the interviewer for the offer?	___	___
15. If the job-seeker did not accept the job at once, did s/he:		
a. Ask for time to think about the offer?	___	___
b. Let the interviewer know when s/he would reach a decision?	___	___

ROLE-PLAY #6 (cont'd.)YES NO

c. Thank the interviewer?

16. If a job was not offered, did the job-seeker find out when a decision would be made?

17. Did s/he stand when the interviewer stood up?

18. Did s/he thank the interviewer?

19. Did s/he use a firm handshake?

A SIMULATED JOB INTERVIEW

Directions: Your instructor has made arrangements for someone outside your class to interview you for the job of your choice. You are to telephone the person whom s/he specifies as your interviewer and arrange a time for your appointment.

You are to appear on time for the interview, and be appropriately dressed for the job for which you are applying. You should take with you any materials you will need, such as samples of your work, a notebook, and pen. Also take a copy of the Simulated Job Interview Evaluation Checklist which is on the next page. When the interview is over, have the interviewer fill out the form and discuss your skills with you.

INDIVIDUAL PROJECT 2

FOLLOWING UP THE INTERVIEW

Directions: You are to write a brief letter of thanks to the person who interviewed you. Begin your letter by expressing your thanks for the time s/he spent with you. In the second paragraph, you could discuss what you learned as a result of this experience.

Your completed letter must meet these standards:

1. It should contain the six standard parts found in most business letters.
2. It should be set up in a recognized business letter style, and contain a uniform style of punctuation.
3. It should be neatly and legibly handwritten.
4. It should be attractively arranged on the page.
5. It should be free of spelling and grammatical errors.

6. The envelope should contain your return address in the proper place. The interviewer's name and address should appear in exactly the same way as it is written in the letter.

A SIMULATED JOB INTERVIEW

- EVALUATION CHECKLIST -

	<u>YES</u>	<u>NO</u>
1. Was the applicant on time for the interview?	___	___
2. Was the applicant dressed and groomed properly?	___	___
3. Did the applicant seem to be prepared for the interview?	___	___
4. Did the applicant make a good first impression on you?	___	___
5. Was the applicant polite and courteous at all times?	___	___
6. Did the applicant appear to be relaxed?	___	___
7. Did the applicant use good attending behaviours, such as eye contact, gestures, etc.?	___	___
8. Did the applicant appear to be paying attention to your statements and questions?	___	___
9. Did the applicant answer your questions well?	___	___
10. Did the applicant talk too much?	___	___
too little?	___	___
just enough?	___	___
11. Did the applicant ask questions to get information?	___	___
12. Did the applicant make positive statements about his/her qualifications?	___	___
13. Did the applicant speak clearly?	___	___
14. Did the applicant answer your questions using complete statements?	___	___
15. Did the applicant avoid using slang expressions?	___	___

	<u>YES</u>	<u>NO</u>
16. Did the applicant take care not to interrupt you when you were speaking?	_____	_____
17. Did the applicant seem to know when the interview was over?	_____	_____
18. Did the applicant thank you for taking the time to interview him/her?	_____	_____

